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The Classical Journal

PUBLISHED BY THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH
WITH THE CO-OPERATION OF THE CLASSICAL ASSOCIATION OF NEW ENGLAND
AND THE CLASSICAL ASSOCIATION OF THE PACIFIC STATES

Volume XVIII

JUNE 1923

Number 9

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THE CLASSICAL JOURNAL

Published by the Classical Association of the Middle West and South, with the cooperation of the Classical Association of New England and the Classical Association of the Pacific States

Editors in Chief

FRANK J. MILLER
The University of Chicago

ARTHUR T. WALKER
The University of Kansas

Editor for New England

SIDNEY N. DRAKE
Smith College

Editor for the Pacific States

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THE CLASSICAL JOURNAL

VOLUME XVIII

JUNE, 1923

NUMBER 9

Editorial

THE COLUMBIA MEETING

It is a slow and tedious business getting to Columbia, but those of us who accepted her invitation to meet with her this year felt ourselves amply repaid for the hardships of the journey. On arriving our first feeling was one of rejoicing that we were in a town and not a city, where our arrival was known, prepared for and welcomed. And this feeling never left us. Throughout our stay we felt surrounded by friends, unselfishly bent on serving us. We were entertained in lavish southern style. The University, Stephens College, the Home Economics Department of the University, the Columbia Commercial Club, all vied in friendly care of us; and finally the students of the Department of Journalism paid just the right tribute to our natural desire for publicity by giving us the center of the stage in their daily paper. Referring to the total entertainment we felt like saying to Columbia, University and town, in the words of a little boy to his hostess, "we thank the Lord and we thank you, ma'am, for this good dinner."

The attendance was good, the program fully up to the high standard attained by former meetings, and the whole atmosphere one of courage and good cheer. One young woman, to whom this year was her first annual meeting, said of it: "The meeting was a success in every way. I had such a good time that I am quite determined to attend the next one wherever and whenever it may occur. I felt a decided spirit of cordiality and an absence of stiffness which was a distinct surprise to me."

Many of the papers will be published in the *Journal* during the coming year. The paper which perhaps most entertained

and edified us is presented in the present number. Following is the report of the secretary, which is usually published in the June number. The report of the treasurer will appear, also as usual, in the first number of the next volume.

THE SECRETARY'S REPORT ON MEMBERSHIP AND THE CIRCULATION OF THE CLASSICAL JOURNAL

It is ground for no little satisfaction to note an increase of almost 400 in our membership, over 50 in the number of copies of the *Journal* sent to members of other associations, and nearly 100 in our subscription list, leaving a net gain of 532 in the number of copies of the *Journal* distributed April 1st this year over the number which were distributed a year ago. While the increase in our membership is gratifying, it is not as large as the increase which we showed last year. I do not believe, however, that we are coming any where near reaching the saturation point. The promotion work of some of our vice-presidents was later in being launched this year than last and I believe that this accounts for the difference. I see no reason why the methods which have given us more than a 50% increase in membership during the last three years should not give us still further substantial gains. It is true, however, that our constituency is a very variable one and members are constantly leaving the profession and ceasing to be affiliated with us. A large portion of the effort which is put forth by our vice-presidents and in the secretary's office is required to replace these losses.

The largest gain in membership is shown in the state of Ohio with an increase of 121. This is due not only to the work of the vice-president for that state but also very largely to the stimulus which was given by the organization of a new classical association in the state, at whose opening meeting there was an attendance of about 225 classical teachers. The next largest increase in membership is in the state of Illinois which shows a gain of 49 and Michigan comes third with 43. The largest percentage of gain in membership is in New Mexico whose eight

members show an increase of 167% over the three members of a year ago. The next largest percentage of increase is in North Carolina which has gained 54%, then come Florida with 53% and Nebraska with 43%. The vice-presidents of the above mentioned states are to be commended for the effective work which has been done during this year.

SUBSCRIBERS AND MEMBERS OF CLASSICAL ASSOCIATIONS TAKING THE CLASSICAL JOURNAL

THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

	1922-23					1921-22				
	Memb.	Sub.	Tot.	Clas.	Ph.	Memb.	Sub.	Tot.	Clas.	Ph.
Alabama	30	8	38	1	28	5	33	0		
Arkansas	33	2	35	2	33	3	36	1		
Colorado	64	14	78	7	55	14	69	8		
Florida	29	7	36	0	19	6	25	0		
Georgia	60	5	65	2	59	2	61	3		
Illinois	388	58	442	33	335	44	379	38		
Indiana	279	40	319	8	261	32	293	10		
Iowa	171	13	184	14	171	14	185	11		
Kansas	112	19	131	2	124	19	143	2		
Kentucky	59	17	76	2	58	13	71	3		
Louisiana	38	8	46	3	28	2	30	3		
Michigan	192	45	237	16	149	44	193	15		
Minnesota	65	20	85	8	68	12	80	10		
Mississippi	60	8	68	0	56	3	59	1		
Missouri	130	24	154	6	108	15	123	8		
Nebraska	90	12	102	2	63	12	75	2		
New Mexico	8	1	9	1	3	1	4	1		
North Carolina	60	10	70	6	39	12	51	8		
North Dakota	27	1	28	2	20	3	23	1		
Ohio	431	42	473	27	310	42	352	28		
Oklahoma	41	13	54	0	34	9	43	0		
South Carolina	24	7	31	1	29	4	33	1		
South Dakota	31	7	38	2	27	6	33	1		
Tennessee	82	7	89	8	75	8	83	8		
Texas	148	29	177	2	143	31	174	5		
Utah	9	0	9	2	10	0	10	3		
Virginia	73	9	82	7	61	12	73	7		
West Virginia	36	2	38	3	36	2	38	4		

Wisconsin	110	17	127	8	98	15	113	9
Wyoming	11	2	13	0	10	2	12	0
Out-of-Terr.	54	31	85	3	40	32	72	4
Totals	2941	478	3419	178	2550	419	2969	195

THE CLASSICAL ASSOCIATION OF NEW ENGLAND

State	1922-23			1921-22		
	Memb.	Sub.	Tot.	Memb.	Sub.	Tot.
Connecticut	61	6	67	54	5	59
Maine	21	11	32	15	16	31
Massachusetts	204	33	237	197	23	220
New Hampshire	24	6	30	26	6	32
Rhode Island	17	4	21	17	4	21
Vermont	11	7	18	9	3	12
Out-of-Terr.	12	0	12	14	0	14
Totals	350	67	417	332	57	389

THE CLASSICAL ASSOCIATION OF THE PACIFIC STATES

State	1922-23			1921-22		
	Memb.	Sub.	Tot.	Memb.	Sub.	Tot.
Arizona	4	2	6	4	3	7
California	116	31	147	122	25	147
Idaho	13	4	17	7	3	10
Montana	16	3	19	4	5	9
Nevada	1	1	2	1	1	2
Oregon	32	5	37	35	3	38
Washington	40	7	47	40	9	49
Out-of-Terr.	0	0	0	1	0	1
Totals	222	53	275	214	49	263

THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

State	1922-23			1921-22		
	Memb.	Sub.	Tot.	Memb.	Sub.	Tot.
Delaware	5	1	6	3	2	5
District of Columbia	12	4	16	10	5	15
Maryland	19	11	30	16	9	25
New Jersey	33	11	44	31	11	42
New York	94	56	150	103	49	152
Pennsylvania	116	52	168	87	40	127
Out-of-Terr.	4	0	4	5	0	5
Totals	283	135	418	255	116	371

SUMMARY

1922-23

	United States	Foreign	Total
Members — Middle West and South	2941	6	2947
Members of Other Associations	855	0	855
Subscribers	702	31	733
Free Copies	3	6	9
—	—	—	—
Totals	4501	43	4544
Members not receiving the Journal	16	0	16
—	—	—	—
No. Copies of the Classical Journal distributed April 1, 1923	4485	43	4528

1921-22

	United States	Foreign	Total
Members — Middle West and South	2547	3	2550
Members of Other Associations	798	3	801
Subscribers	609	32	641
Free Copies	6	6	12
—	—	—	—
Totals	3960	44	4004
Members not receiving the Journal	8	0	8
—	—	—	—
No. Copies of the Classical Journal distributed April 1, 1922	3952	44	3996

GROWTH IN MEMBERSHIP

1916	1940	1920	1888
1917	1941	1921	2030
1918	2129	1922	2550
1919	1797	1923	2947

THE CLASSICAL INVESTIGATION TO DATE

An all-day meeting of the Advisory Committee of the American Classical League was held at the Hotel Pennsylvania in New York City, Saturday, May 19. The meeting was devoted to a full discussion of a report presented by the Special Investigating Committee summarizing the work of the Classical Investigation for the first two years. All the fifteen members of the committee were present at the meeting. The report as revised and approved will be found on pages 548-568 of this issue of the *Journal*.

SOME ATHENIAN TRAITS IN AMERICAN POLITICS *

By J. O. LOFBERG
Queen's University

Like most titles this one is somewhat misleading. Our patriotism and the classical tradition are likely to cause the audience to expect a disquisition on the glory that was Greece and the grandeur that is ours. Such, however, is not my purpose. On the contrary, my plan is to consider some of the features of Athenian government which prevented it from satisfying certain contemporary writers who believed in good government, and which seem to have exact counterparts in our own democracy. The title therefore really means "Some weaknesses of democracy that appear in America as they did in Athens." Before an audience of George Grote's I should certainly have to apologize for implying that there was anything wrong with the Athenian government, and I might be accused of having adopted the attitude of President Madison, who is said to have felt that even "if every Athenian citizen were a Socrates, still every Athenian assembly would be a mob." I am sure, however, that this audience will not consider a teacher of Greek an apostate, if he concentrates for a while on some of the weaknesses of Athenian government without even a preface on the divine wonders of Athenian civilization in general. The glories and successes of Athens we may accept as proven, and in any case I could not honestly say with Hector

si Pergama dextra
defendi possent, etiam hac defensa fuissent.
I need no Hecuba to warn me
Non tali auxilio nec defensoribus istis
tempus eget.

* Read at the Eighteenth Annual Meeting of the Classical Association of the Middle West and South, Madison, Wisconsin, April 13-15, 1922.

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And if you accuse me of temerity in attempting criticism of the American government I can quote the words of Socrates to his judges:¹ "And here men of Athens I must beg you not to interrupt me, even if I seem to say something extravagant. For the word which I shall speak is not mine. I shall refer you to a witness who is worthy of credit, and whom you all believe, the god of Delphi,"— only that my god of Delphi is named James Bryce from whose monumental works, "*The American Commonwealth*" and "*Modern Democracies*" I shall quote frequently. From other oracles, of no slight prominence, I have received in substance the same response — notably Professor Henry Jones Ford in "*The Rise and Growth of American Politics*"; Walter Lippman in "*A preface to Politics*"; and President Lowell in "*Public Opinion and Popular Government*."

This temptation to collect some of the remarks of Athenian political philosophers that have direct application to some present day American problems is not due to a vague desire to prove the indispensability of the classics, or to resort to the Mediaeval attitude towards Virgil and imply that those men were possessed of unusual clairvoyant faculties by which they anticipated these modern problems. It is rather due to the firm conviction that the Athenian state of the days of Pericles, Plato, and Aristophanes was much nearer to the America of today than we are inclined to admit as possible, and has more lessons for the modern world than we usually are willing to accept. Viscount Bryce suggests this conviction when he says, "The examination and appraisement of the institutions of the United States is, no doubt, full of instruction for Europe, full of encouragement, full of warning; but its chief value lies in what may be called the laws of political biology which it reveals, the new illustrations and enforcements it supplies of general truths in social and political science, some of which were perceived long ago by Plato and Aristotle, but might have been forgotten had not America poured a new stream of light upon them."²

¹ Plato *Apology* 20 E.

² *American Commonwealth*, I, p. 9.

It is not unusual to find Americans who admit the presence of evils in our government and who excuse them by saying, "We pay for being a democracy." This is not a new defense. In a little tract on the Constitution of Athens that appeared during the Peloponnesian War we read that "The people . . . does not demand that the city should be well governed. . . . It desires to be free and master. As to bad government it does not concern itself about that."³ An exact parallel to this is found in a remark of Bryce about the United States: "Freedom seemed the one thing necessary and in the delight of proclaiming themselves superior in this regard to the rest of the world they omitted to provide themselves with further requisites for good government."⁴

In spite of the earlier democratic reforms of Cleisthenes and even of Solon, Pericles is regularly recognized as the founder of the freedom on which the Athenian prided himself. In the same way the democracy under which we now live is largely due to the influence of Andrew Jackson. And lest I be accused of profanity in suggesting similarity between Pericles and Jackson, let me hasten to defend my implication by reviewing with you Aristotle's account of Pericles' rise to power.⁵ According to him Pericles first attracted the attention of the state by prosecuting Cimon, son of Miltiades, on the audit of his official account as general. Later to insure himself of popular favor he instituted pay for certain state duties that had hitherto been performed without pay. This last move was necessary, so Aristotle says, because his rival, Cimon, was a wealthy man and could with his money attract public attention and command the people's devotion. Therefore Pericles, on the advice of one of his political counsellors, conceived the idea of making presents to the people of what was really their own, in the form of state pay, since his own estate was unequal to the task. This measure was attended by another of great importance, the final curtailment of the polit-

³ [Xen.] *Polity of the Athenians*, I, 1. 8.

⁴ *Op. cit.*, II, p. 640.

⁵ *Constitution of Athens*, chap. 27.

ical importance of the Council of the Areopagus, through which wealthy and conservative Athenians had exercised control of state affairs.⁶ Aristotle's restrained language does not conceal his real feeling. He is as sure⁷ as Plato was in the *Gorgias*⁸ that Pericles' reforms (?) made good government from then on impossible, since there was no restraining influence on the participation of the everyday man in politics, or as Plato put it in the *Protogoras*, the Athenians recognized specialists in every field of trade and art except in affairs of state, and there every man's word was as good as another's.⁹ A present day American, brought up to quote the first few lines of the Declaration of Independence as his political creed, may perhaps join with those who told Socrates that any one who spoke thus about Pericles was a pro-Spartan and an oligarch.¹⁰ Such an American forgets that our American Constitutional Convention exhibited no deep and abiding faith in the common man; that the Constitution meant that the well-to-do and fit should govern, in reaction against the direct Democracy of the Declaration of Independence.¹¹ He also forgets that until the time of Jackson, this was actually the policy pursued. In the older states the franchise was limited and the educated classes were considered the leaders, and, as Bryce puts it, "until Andrew Jackson, presidents had been statesmen . . . , men of education, of administrative experience, of a certain largeness of view and dignity of character."¹² Jackson, typical of the ruder section of our country that had escaped the influence of European standards of democracy, and that believed in democracy as the will of the mass of the people, stands like Pericles, as the leader responsible for the successful outcome of the struggle of the people for the right to rule. He openly professed a conviction that the duties of all public offices are, or at least admit of being made, so plain

⁶ *Ibid.*, Cf. also Plutarch *Pericles* 9.

⁷ *Ibid.*, sec. 5.

⁸ 515 E.

⁹ 319 BC.

¹⁰ Plato *Gorgias*, 515 E; 516.

¹¹ Dodd *Int. J. Ethics*, vol. 28, 465 ff.

¹² *Op. cit.*, I, p. 83.

and simple that men of intelligence may readily qualify themselves for their performance. The expert had no place in his political system. In fact often the chief qualifications for an office was loyalty to Jackson. Although he was not necessarily moved by selfish motives his introduction of the Spoils System is strikingly like the manoeuver of Pericles to secure popular favor.^{12a} Advocates of the older form of democracy have not been silent. By many Jackson's administration is felt to mark the death knell of the older form of statesmanship; the end of the predominance in politics of the trained, educated, cultured statesman, and the beginning of the active operation of the theory that the office is the people's, and should belong to them, even though the logical result of this reasoning is the deterioration of public service.¹³ Educated and thoughtful Athenians who objected to the injection of untrained men into offices, a situation for which Pericles was largely responsible, as Plato did, undoubtedly ran the risk of being branded as pro-Spartan and pro-oligarchic, but such an accusation need not be any more well founded than it would be to call a present day American, who writes an article for the *North American Review*, in favor of a "Return to the Aristocratic Spirit in statesmanship,"¹⁴ a pro-Prussian or a monarchist.

When Pericles, in the famous funeral oration, characterizes the ability of the Athenians by saying that "the ordinary citizens, though occupied with the pursuits of industry, are still fair judges of public matters,"¹⁵ he exhibits the Phidian restraint that Lafollette knoweth not when he bursts out into his political creed: "The common average judgment of the community is always wise, rational, and trustworthy."¹⁶ But not all writers are so optimistic. On the question of the expert in politics saner writers are in substantial agreement. Professor Ford sounds a warning

^{12a} Students of Greek History will realize that the successors of Pericles seem to exhibit more similarities to Jackson than Pericles does.

¹³ McDonald, *Jacksonian Democracy*, p. 58.

¹⁴ Hanford Henderson, N. A. R., 211, p. 39 ff.

¹⁵ Thuc., II, 40, 2.

¹⁶ *Political Philosophy*, 175.

note when he says "At present intellectual authority has no means of proper contact with legislation. Expert advice is regarded by the people with distrust."¹⁷ Viscount Bryce, in discussing some of our national characteristics, remarks,¹⁸ "Special knowledge, which commands deference in applied science and finance, does not command it in politics, because that is not deemed a special subject, but one within the comprehension of every practical man." Whether consciously or not, Bryce probably had in mind what Socrates said to Protagoras on the subject of the expert in Athenian government:¹⁹ "Now I observe that when we are met together in assembly, and the matter in hand relates to ship-building, then the ship-builders are summoned as advisers; and the like of other arts which are capable of being taught and learned. And if some person offers to give them advice, who is not supposed by them to have any skill in the art, even though he be good-looking, and rich and noble, they don't listen to him, but laugh at him, and hoot him, until either he is clamored down and retires of himself; or if he persists, he is dragged away or put out by the constables. When however the question is an affair of state, then everybody is free to have a say — carpenter, tinker, cobbler, sailor; rich and poor, high and low — any one who likes gets up, and no one reproaches him, as in the former case, with not having learned, and having no teacher, and yet giving advice. Evidently, because they are of the opinion that this sort of knowledge cannot be taught." Arguing openly for the use of experts in politics, President Lowell says, "We no longer believe in America today that a man who has shown himself fairly clever at something else, is thereby qualified to manage a railroad, a factory, or a bank. Are we better justified in assuming that an election by popular vote, confers, without apprenticeship, an immediate capacity to construct roads and bridges, direct the education, manage the finances, purify the water supply, or dispose of the sewage of a large city?"²⁰ And

¹⁷ *Rise and Growth of American Politics*, 371. Cf. N. A. R. 211, p. 398.

¹⁸ *Op. cit.*, II, 290.

¹⁹ *Protagoras*, 319 B ff. (Jowett).

²⁰ *Public Opinion and Popular Government*, 272.

Professor Ford, in hopeful prophecy says, "There will be great public administrators, just as there are now great engineers, great inventors, great manufacturers, great merchants, great captains of industry."²¹ Ford is here voicing the same hope that Plato expresses in the Republic: "Until then, philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one . . . cities will never cease from ill,"²² a thought which underlies his selection and education of rulers of the ideal state.

The overweening confidence that the theory of equality in political ability engenders in the average citizen is delightfully described by Socrates in recounting his Herculean task of proving to the oracle that he was not wise. Not only professional public men, but poets and artisans were conspicuous examples of this.²³ "And I further observed," says he, "that upon the strength of their poetry they believed themselves to be the wisest of men in other things, in which they were not wise. . . . And I observed that the good artisans fell into the same error as the poets. Because they performed the duties of their own trades successfully, each thought that he was also very proficient to handle affairs of state as well." A modern vivid statement of the same situation is found in Monsieur Poirier's *Son-in-Law*: "I declare, you might imagine that statesmanship in this country was nothing more than a pastime for people who have nothing else to do! A business man like you or me attends to his own little concerns for thirty years; he makes his fortune, and one fine day closes his shop and sets up business as a statesman. With no more effort than that! Very simple receipt! Good Lord, Messieurs, you might just as well say: "I have measured so many yards of cloth, and I therefore know how to play the violin."²⁴

Our crop of "Poets Turned Statesmen" may not offer such conspicuous examples of political activity as the sunny clime of Italy still produces, but certainly we do not lack our *δημοσιργοί*

²¹ *Op. cit.*, 376.

²² 473 D.

²³ Plato, *Apology*, 22 CD. Cf. *Rep.*, 495 DE.

²⁴ *Le Gendre de M. Poirier*. Act. I, Clark's Translation, pp. 84-85.

πολιτικοί. Doubtless the most conspicuous example in recent years is that of our famous business man and mechanical genius, who, as a modern Jason, set off on a Eirenautic Expedition in search of the Golden Peace that no statesman of the world had succeeded in finding, and who, in spite of his recent pronouncement on the worthlessness of history, has aspired to a seat in the Senate. If we admit that his presence there would not have had appreciable effect in lowering the intellectual tone of that body or in emphasizing its lack of trained statesmen, we thereby add more weight to the contention that we do not wish to be governed by trained men.

Athens suffered no more than America from a lack of political aspirants. In facts "the fair names and showy titles"²⁵ that mistress Politics had to offer, attracted many who, were totally unfit to associate with her. Enthusiastic young men²⁶ in search of a career paid suit to the lady no matter how defective their idea of problems of statesmanship, and the natural offspring of such a union are "sophisms captivating to the ear, yet having nothing in them genuine or worthy of or akin to true wisdom."²⁷ But people do not wish true wisdom and as Plato puts it "the friend of the people" is elected.²⁸ One may compare with this the bitter conclusion of Bryce, that "the professional politician is not the man who has studied statesmanship, but the man who has practiced the art of running conventions and winning elections."²⁹ Such winning of election is often largely dependent upon a candidate's ability to sway an audience with his oratory, but, to quote Bryce again, such oratory "is not direct towards instruction but towards stimulation."^{29a} Bryce may have been influenced here in his phraseology by Plato's characterization, in the *Gorgias*, of "rhetoric as the experience that produces delight and gratification" which does for the soul what cookery

²⁵ Plato, *Rep.*, 495 D ff.

²⁶ *Ibid.*, 494 CD.

²⁷ *Ibid.*, 496 A ff.

²⁸ *Ibid.*, 558 C.

²⁹ *Op. Cit.*, II, 290.

^{29a} 462 C ff.

does for the stomach — prepares what it likes, regardless of what it should have; or he may have been thinking of the definition of rhetoric, in the same dialogue, as the persuasion that gives belief without knowledge.³⁰ In discussing our national characteristics, Bryce remarks: "Abstract reasonings they dislike, subtle reasoning they suspect; they accept nothing as practical which is not plain, downright, apprehensible by ordinary understanding."³¹ The incapacity for and dislike of abstract reasoning is recognized by Plato in the *Republic* as the chief distinction between those who are not fit to hold office and those who are.³² Although he contends that the best ruler in the state is the idealist and philosopher, he realizes that the masses regard him as impractical, a prater and a star gazer.³³ No matter what our party politics may be we cannot fail to admit that a similar feeling on the part of the American masses is responsible, in part, for the returns in the presidential election of 1920. This suspicion of subtleties on the part of their audience was recognized by the Athenians in almost every form of public utterance, but especially in the speeches before jurors. Anything that approached or suggested technicality or special knowledge was offered with elaborate apology. Charmed though he was by the spell of a Gorgias the man of the street was suspicious of the young man who tried to imitate the master and "sling his tight and nipping phrases, setting little verbal traps, and rend and rattle old Tithonus, till the man is dazed and blind," as the old conservative in the *Knights* puts it.^{33a} Anytus, who later became one of the accusers of Socrates, is represented in the *Meno* as being so opposed to teachers of rhetoric that he insists that any Greek gentleman, taken at random, can teach the young man better than the professional teachers, how to become a politician.³⁴ He might well have gone a little further and anticipated Lafol-

³⁰ 455 E.

³¹ *Op. cit.*, II, 293.

³² 479 *et passim*.

³³ *Rep.*, 487 D.

^{33a} 685 ff., Rogers' Translation.

³⁴ Plato, *Meno*, 92 E.

lette's conviction that "the common, average judgment of the community is always wise, rational and trustworthy," which, by the way has its counterpart, in Plato's ironical definition of wisdom "as the discernment of the tastes and pleasures of the assembled multitude in painting, in music and finally in politics."³⁵ Under such circumstances it is but natural that "those elected to high office are such as the voter himself is; it would seem to him a disparagement of his own civic worth, were he to deem his neighbors unfit for any place in the service of the republic," as Bryce analyses the situation.³⁶ I can do no better than quote here in part Plato's immortal picture of the pseudo-statesman feeling the popular pulse: "I might compare them to a man who should study the tempers and desires of a mighty strong beast who is fed by him — he would learn how to approach and handle him, also at what times and from what causes he is dangerous or the reverse, and what is the meaning of his several cries, and by what sounds . . . he is soothed or infuriated; and when he has become perfect in all this, which he calls wisdom, he makes a system or art, which he proceeds to teach. . . . Good he pronounces to be what pleases the great beast, and evil what he dislikes."³⁷

Training for this sort of pseudo-statesmanship was no more arduous in Athens than it is with us. Writers comment on the futility of trying to stem the tide of public opinion in the hope of inducing the young enthusiast to spend a long time in training for state offices. Professor Protagoras, in the hope of increasing attendance in his school of Public Speaking and Political Science, proclaims in his conversation with Socrates the unusual advantages of his method over that of his rivals:³⁸ "If Hippocrates comes to me he will not experience the sort of drudgery with which other Sophists are in the habit of insulting their pupils; who when they have just escaped from the arts, are taken and driven back into them by these teachers, and made to learn cal-

³⁵ *Republic*, 493 D.

³⁶ *Op. cit.*, II, 637.

³⁷ *Rep.*, 493 AB (Jowett).

³⁸ Plato, *Protagoras*, 493 D E.

culation, and astronomy, and geometry, and music. . . . But if he comes to me he will learn that which he comes to learn. And this is prudence in affairs private and public. . . . ; he will be best able to speak and act in affairs of state." A remarkable piece of psychological advertising and one worth the emulation of our present day vocationalists. A natural corollary to this is the rampant selfsatisfaction of the practical politician which has become proverbial with us, who, in Plato's words, "is of the opinion that it is impossible to learn or teach the art of navigating the ship of state, and is ready to cut in pieces him who says the contrary."³⁹

It is hardly surprising, then, that Bryce remarks that "it must be admitted that the proportion of men of intellectual and social eminence, who enter public life, was during the nineteenth century smaller in America than it was in each of the free countries of Europe."⁴⁰ Lippman is even more insistent and says, "the one thing this nation has not been able to do with these men is to use their genius."⁴¹ Plato's conviction that the best talent is kept out of politics is similar to this. As he puts it "no philosopher can take part in politics; he is like a man fallen among wild beasts, unable to join in with the wickedness of the beasts, and on the other hand powerless to resist. As a consequence he is useless to himself and his friends, and shrinks from politics and retires to the wall and lets the world go on."⁴² Less justifiable reasons do, of course, keep men out of politics. Some well trained men, a little too fond of their own convenience,⁴³ argue that since they count only so much as the rest in politics they may as well abstain from participation. This is much the same attitude as that of the conservative Athenian who felt that the masses were chiefly concerned in their own interest and not in good government, and who consequently withdrew from public

³⁹ *Rep.*, 488 B C.

⁴⁰ *Op. cit.*, II, 69.

⁴¹ *A Preface to Politics*, 31.

⁴² *Rep.*, 496 D.

⁴³ Bryce, *op. cit.*, II, 632.

life.⁴⁴ When Pericles, in the early years of the Peloponnesian war, says that the Athenians regard a man who abstains from participation in public matters as not merely a recluse, but a worthless individual, he is in all likelihood not merely giving utterance to his and the Athenians' political ideal, but also trying to shame some conservatives into active cooperation in the government.⁴⁵

If vision and genius are needed in statesmen, certainly disinterestedness is no less important. Too often we are compelled to feel that the call of a career and the financial possibilities involved have more influence in bringing men into state offices, than a desire to serve the state. Perhaps we are here struggling for a beautiful and unattainable ideal. Bryce doubts if in any country the chief motive that sends men into public life is or has been public spirit.⁴⁶ Although this is not necessarily cause for alarm, we are undoubtedly inclined to feel as Ruskin did in his *Crown of Wild Olive* that the Platonic paradox is a rule worth remembering: "No man governs well who wants to govern."⁴⁷ Examples of reluctant and successful statesmen may be as few as Bryce considers them, but popular accounts of the career of Arthur James Balfour seem to indicate that in him England has an embodiment of the ideal disinterested statesman whom Plato considered essential.

Democracy needs its educated leaders to mould public opinion — and Bryce thinks that democracies need them more than other forms of government⁴⁸ — but it also needs an educated body of citizens. Our selfcomplacency at finding that Bryce thinks us better educated at present, in the mass, than most European countries, is somewhat shattered by his firm conviction that our education is still inadequate for the functions which our theory of government lays on us.⁴⁹ This opinion seems to be borne out

⁴⁴ [Xen.] *Polity of Athenians*, I, 1.8.

⁴⁵ Thuc., II, 40. 2. Cf. Lamberton, notes *ad loc.*

⁴⁶ *American Commonwealth*, II, 70.

⁴⁷ *Rep.*, 521 B. Cf. 464 E.

⁴⁸ *Am. Commonwealth*, II, 641.

⁴⁹ *Ibid.*, 288.

by the results of the recent army tests. Even in a community in which average intelligence was so high as that of Athens, the government suffered from the ignorance of the citizens, if we may believe the testimony of the author of the monograph on the Athenian Constitution. In his grim and apparently unvarnished account he speaks of the relatively large amount of ignorance within the ranks of the masses, that for him constitute the democracy, and considers this one of the explanations of the inferior type of government.⁵⁰ Bryce gives a brief description of the difficulty that the American voter, hampered by lack of education, has in exercising his constitutional privileges:⁵¹ "The voter is like a sailor who knows the spars and ropes of the ship and is expert in working her, but is ignorant of geography and navigation; who can perceive that some officers are smart and others dull, but cannot judge which of them is qualified to use the sextant or will best keep his head during a hurricane." He was in all likelihood unconscious of the influence upon him in this passage of Plato's description of the blundering efforts of the sailors at managing the ship of state under circumstances like those that obtained at Athens. I shall quote it in part: "Him who is their partisan and zealous in the design of getting the ship out of the captain's hands into their own, whether by force or persuasion, they compliment with the name of sailor, pilot, able seaman, and abuse the other sort of man and call him a good-for-nothing; but they have not even a notion that the true pilot must pay attention to the year and the seasons and sky and stars and winds and whatever else belongs to his art, if he intends to be really qualified for the command of a ship; at the same time that he must and will be the steerer whether people like him to steer or not; and they think that the combination of this with the art of navigation is impossible."⁵²

"Democracy," says Bryce, "has not succeeded in doing much to advance the idea of human brotherhood among the peoples of

⁵⁰ [Xen.] *Polity of Ath.*, I, 1. 5.

⁵¹ *Am. Commonwealth*, 289.

⁵² *Republic*, 488 B ff. (Jowett).

the world toward one another." ⁵³ Some of us are at times doubtful as to whether it has done much to promote the brotherhood of man idea between the various classes in America. Class antagonism reveals that there is still an abiding feeling on the part of the less favored financially that the wealthy and socalled privileged class is their natural enemy. Hatred of wealth for wealth's sake is perhaps most easily observed in litigation. Unscrupulous lawyers succeed in playing on the prejudices of the jurors to secure the condemnation of wealthy men. This was so common in Athens that it need merely be mentioned in passing. This prejudice is however not limited to litigation either in America or in Athens. Nothing but class antagonism explains the deplorable tendency of some would-be statesmen to cater to this prejudice in their campaign talk. The main purpose of the Populist Party was apparently lost sight of by many of its devotees who came to feel that it was merely an anti-wealth organization. Non-Populists were a little inclined to regard them as favoring for office the man who could fill the requirements that Aristophanes held out to the Sausage Seller, who was to supplant Cleon: "Vulgar birth, low breeding, impudence and lack of education." ⁵⁴ So strong did this attitude toward the Party become that Tom Watson, who as will be remembered, was connected with it, publicly protested against being accused of running on a "No Undershirt Platform." ⁵⁵ Aristophanes himself would have been proud of such a slogan for the "Cleon Party."

In brief, then, what are some of the features of the democratic government that political philosophers from Plato to Bryce have tried to correct in the interest of better government? Distrust of experts; reluctance to use political geniuses and statesmen; the tendency of would-be leaders to cater to the lowest element; lack of any moulding force; reluctance of educated men to take part in politics in any form; ignorance of the electorate; office for pay rather than service; class antagonism.

⁵³ *Modern Democracies*, II, 533.

⁵⁴ *Knights*, 180 ff.

⁵⁵ Roosevelt, *American Ideals and Other Essays*.

Even such a superficial review as this may cause us to put to ourselves the question raised by Glaucon, in the *Republic*: "Is the desired order of things possible?"⁵⁶ Bryce answers this by saying, "Nothing has happened to destroy the belief that among the citizens of free countries the sense of duty and the love of peace will grow steadily stronger."⁵⁷ Plato's answer is: "And is our theory a worse theory because we are unable to prove the possibility of a city's being ordered in the manner described?"

"Certainly not."

"Then you must not insist on my proving that the actual State will in every respect agree with the description of the ideal; if we are only able to discover how a city can be governed nearly in the way that we propose, you will admit that we have discovered the possibility which you demand; and that will content you. I am sure that I shall be contented with that — will not you?"⁵⁸

⁵⁶ 471 C.

⁵⁷ *Mod. Dem.*, II, 609.

⁵⁸ *Rep.*, 472 E-473 A (Jowett).

SMITH'S HOTEL
OR
THE FRUIT OF THE TREE¹

By
PAYSON S. WILD

Years ago I gave up that morbid and doubtful pleasure, the pursuit of *haec fabula docet*'s in all that I read and heard. Of late I have become very tired of *morals*, whether of the kind that are "pointed" by preacher, propagandist, and lecturer, or of the public or private kind, now so multinominal, that have to be "observed."

*"Keep we must, if keep we can,
These foreign laws of God and man."*

But in spite of this weariness and spirit of rebellion (which doubtless most of us feel at times, though we have not lost our enthusiasms) an occasional *haec fabula docet* thrusts itself into my ken, demands recognition, and gets it most cordially.

* * * *

As I entered Smith's Hotel, situated in a small mid-Western town of a few thousand inhabitants, I noticed that it was uncommonly clean and well kept, and wondered why. I soon learned. In each of the two main corridors of the building was a neatly painted black-board, at the top of which, printed in white Roman capitals, duly ornamented with ivy leaf separation points and *apices*, was this device:

"SI QUIS AUT SCURRILE NONNIHIL AUT TURPE IN
PARIETIBUS SCRIBERE VOLET, HAC TABULA UTITOR."

Having learned a little Latin at one time, I smiled and looked around. The black-boards were untouched, and I saw that the walls were wholly devoid of the usual specimens of coarse wit and

¹ Read before the Classical Association of the Middle West and South, Columbia, Mo., March 30, 1923.

fuliginous rhyme to be found in the public places of most rural and semi-rural communities. "Rather neat," I thought, as I followed the porter to the desk. There I met Smith himself, the Boniface, who was *not* chewing a toothpick, and did *not* hand me a rusty pen that had been soaking in a raw potato.

Eyeing him quizzically I remarked, "It seems to work, doesn't it?" He knew intuitively that I was referring to the blackboards and not to the pen, as he replied with a suspicion of a smile, "To a t. I see you got it. Most of the travelling boys who drop in here for the first time sidle up and ask what that means. I always tell them, and you can see for yourself that my calcimine bills don't run very high."

"Did you write it yourself?" I ventured. "Oh, yes, and that too," he answered, pointing to the register over which my pen was poised. There in type at the head of the page was this stanza:

"INTRAS, HOSPES, IN TABERNAM
ET ANTIQUAM ET MODERNAM;
SI ABIERIS BEATUS,
FRUSTRÀ, POL, NON ERO NATUS."

With a smile of amusement I scratched my name on the page. "*Cum lavatione an sine?*" Smith required briskly. I had to think a moment. "*Cum,*" I answered finally. Smith pressed a buzzer button. A smart youth appeared promptly. "*Comitare dominum ad cubiculum vicensimum quintum — pede expedito,*" commanded Smith. "*Libentissime,*" responded the boy, seizing my bag and making for the stairway.

As we passed the shoe-shining department and barber shop, I noticed that on the glass door of the former was lettered the words:

"EMPORIUM AD CALCEOS NITIDANDOS,"

and on the door of the latter:

"CONCINNATOR CAPILLORUM."

It was a novel sensation I had as I mounted the stairs. I glanced about the hotel office or lobby half expecting to see busi-

ness suits turn into togas, and to hear the clank of greaves as men crossed their legs or shifted their positions on the comfortable sofas. But nothing happened, and I reached Number 25 duly. The boy disposed of my things, illuminated the room, and performed the other customary bell-hop rites. As he went out he pointed to the push button on the wall, announced "*Cena mox parata erit*," and closed the door with a flourish and a "*Cura ut valeas*."

"This fellow Smith must be an odd genius," I said to myself, as I examined the room. Beneath the push button was a card which read as follows:

"S I O P T A S
 PUERUM - pelle bullam digito - SEMEL
 AQUAM FRIGIDAM - - - BIS
 AQUAM CALDAM - - - TER
 ANCILLAM CUBICULI - - - QUATER
 IN CASU INCENDII
 FAC UT TINNIAS ASSIDUE."

I vowed mentally that I would observe directions without fail.

On the center table were copies of Horace and of the Vulgate. I became at once so absorbed in these that I failed to hear the dinner gong. Suddenly a voice boomed into the room through the speaking tube: "*Cena refrigescit; veni statim.*" This brought me to myself, and I hurried down to what I knew Smith must call the *Triclinium*.

It was a pleasant room, and the service excellent. I was on the point of sticking a corner of my napkin into my collar, and trying to beguile a waitress with a fetching smile, when I caught sight of these three admonitions printed on the bill of fare:

"NOLI MAPPAM SUB MENTUM PONERE."

"NOSTRAE ANCILLAE SUNT HONESTAE. CUR NON TU QUOQUE?"

"ES LENTE SECURA MENTE."

Down fell my napkin into my lap, my demeanor became more than ministerial, and I assumed an air of great leisure. I saw the least suggestion of a smile creep over the face of my wait-

ress. The soup was brought. I reached for the crackers and received another shock. On every cracker was stamped this adjuration:

"ABSORBE IUS FERVENTS SINE ULLO STREPITU."

"Quidinel," I muttered, "have I got into?"

In my anxiety to see Smith and interview him regarding all these fascinating and disconcerting phenomena, I found myself unconsciously hurrying through dinner, and making my way back to the office.

No, Mr. Smith could not be seen for at least an hour; he was conducting a Latin class for his employes in the back parlor. *Utrum manerem, necne?*

I certainly would wait, for I was bound to see Smith, what manner of man he might be, and get at this thing.

* * * *

Late that night, as I thoughtfully ascended the *scalae populares* on my way to my room after a protracted and illuminating visit with Smith in his private office, I tried to remember some of the things he had said. It was not an easy thing to do because Smith had discoursed so brilliantly and at such length, but before going to bed I had written out as well as I could in his own words his most salient statements and observations. I have been glad ever since for my own sake that I did so, for throughout this transcription, farraginous though it be, runs a *linea medialis* of sane philosophizing. I can quote here but a small portion of Smith's conversation.

* * * *

"You ask me," he began, "who I am, and what sort of a vocational school, as it were, I am running here. Well, I am a hard-boiled 'Sucker,' who was put through a classical undergraduate wooden nutmeg grater, reduced to dust and ashes by a graduate doctorate, published in fourteen volumes the results of an investigation into a hair-splitting matter of no great consequence, indulged in academic and sometimes vitriolic tilts in pulvrous periodicals with other Grand Lamas of the cloister over technical points that had nothing to do with improving the gen-

eral state of culture or adding to the quality of life, missed the large human side of what I was doing, and lived chiefly unto myself. In short I was a meticulous pundit. I began to wonder what it was all about. Then one day I inherited this hotel. For some months it was a veritable *elephas albus* on my hands, until the idea flashed into my head of running it myself, incidentally for a living, primarily as a culture disseminator. I think I have achieved both of these ends, for two hotels in this town have already closed their doors, and I have built up a clientele of guests who are always telling me how much I have made the humanities mean to them since they began stopping here. I hold a daily Latin class for commercial travellers, in which I either read and then translate an excerpt from some standard ancient author, or read and expound some masterpiece of our own literature, closing with a simple lesson, which the class can grasp, in word derivation. It would do you good to see most of those drummers — men who usually spend their evenings lolling on the office chairs, swapping trite stories, ogling the manicure girls, cursing prohibition, smuggling in 'white mule,' and generally murdering time in the first degree. Now at night they are all reading. Every little while some one of them comes running up to me with his Vergil or his Vulgate for a word of help, or to ask some philological question. Here's where my long training in advanced scholarship comes in strong. I'm getting real results from it now. Back in the cloister lucubrating and disputing over minutiae I wasn't alive; I was a recluse known only to a handful of fellow recluses. Of course recondite work and research have their places in all human lines of inquiry, but unless the investigator can distill from the atmosphere in which he works enough cultural and literary nitrogen wherewith to fertilize the broad human fields about him, his *summa cum laude* is of little import."

Smith amplified this topic at some length, and then, in response to questions from me, struck off a few generalities concerning education.

"'All education of value is self-education,'" he quoted; "Parents have sacrificed their children; once it was to imaginary

gods; now it is to education; fetish after fetish, and none more reasonable than another.' Yes, we are the victims of a system designed to carry the average mind, and that but a little way. The humanities are involved in this system with which faddists are constantly tinkering. If we cannot get the humanities out of it, let us start a better system of our own. Our American restaurants are quite thoroughly Hellenized; why not Latinize our hotels — something after my fashion? You have noticed that all of my employees use Latin, intelligently if not freely; why, even the cook, who is of purest Celtic extraction, is forever singing to the tune '*The Wearin' of the Green*':

*'O Coqua est regina,
Et regnat in culina.'*

And she can abuse the scullery maids with a verbal ingenuity rivalling that of the lowest characters in ancient comedy. I am going to incorporate her into my forthcoming Latin Reader" — Smith pointed to a pile of manuscript on his desk — "for of course no self-respecting Latin teacher fails to adorn his career with his own peculiar contribution to the illimitable literature of Secondary Latin hermeneutics.

"More seriously: who or what is to blame, or has been to blame, if you will, for that sickening failure, especially here in America, on the part of the many to achieve permanent life values from humanistic study, such as, for example, a sense of proportion in estimating men and events, love of literature, familiarity with the results of experience, power to discriminate between fact and superstition, an appreciation of the great things which, humanly speaking, endure — make your own list? Too often it is a two, three, or four years' grind, and then a grand forgetting. Where lies the fault? Is it our parents', society's, our educational leaders', our teachers'? Or must we confess that American ideals rise no higher than the top of our national pork barrel? Have we leaned so hard on our poor old slogans 'humanizing value' and 'intellectual discipline' that they have toppled into the dust? What of our pragmatic assailants? Is their science

pseudo or *de facto*? I merely raise these questions. The answers are diverse.

"You doubtless remember," said Smith relighting his cigar, "the Sam Johnson of antiquity. Among other neat distinctions he makes in his dictionary is this one:

*'Educit obstetrix,
Educat nutrix,
Instituit paedagogus,
Docet magister.'*

You and I had nothing to say about the first two — we had to leave them to our parents. Unless we were unusually lucky our high school Latin instructor was either an uninspiring martinet or an indifferent piece of pedagogical driftwood; and when we arrived at the dignity in college or university of having a *magister*, we either rode horseback through the course, or else didn't know fundamentals enough to profit by it. Ah, those *magistri*! Here or there one whose ear had been twitched by Apollo; so inspirational that a brick would stay on your coat tails as you hurried from class to look up the things you had discovered you didn't know! And others, alas, who were characterized by Quintilian:

'In primis evitandus est magister aridus'."

At this point, I remember, Smith was interrupted by the hotel porter, who in his excitement burst into the room without apology and began: "Ah say, boss, dat wuthless, lop-sided, ham-strung niggah w'at shines de boots, he say '*De mortuis nil nisi bonum*' done mean 'dey's nut'n' but bones in de daid.' Ah knowed bettah, an' Ah sayed so. '*Bonum*,' '*bones*!' Huh! 'Go ax de boss,' he say, an' Ah say, 'De boss 'low, lak Ah do, it mean, " 'Tain' no good cussin' daid pussons" ' an' say, boss, ain' dat raagt?"

Smith adjusted this delicate matter with Solomonic wisdom and gravity.

"And now," I asked, when the porter had triumphantly disappeared and we had recovered our equanimity, "what does classical culture do for its possessor, or *to* him if you prefer?"

Smith answered with a perfect spate of epigrams.
I can give you but two or three of them.
"In the first place," he said, "you must use it and share it,
whatever you do else. Otherwise it is buried treasure."

"*Multos modios salis edisse* with Socrates, Epictetus, Lucretius,
Marcus Aurelius, is to have compounded a strong brine in which
a working philosophy will keep for a life time."

"Man's highest and noblest recorded thought, whether oriental
or occidental, converges to a common summit. The natural way
for us of the West to that mountain top is by the road that runs
through the Forum, the Acropolis, and the land of Canaan."

"Would you learn to temper your judgment, to distinguish be-
tween *τὰ ἀναγκαῖα* and *τὰ καλὰ* and to rise above the level of Sunday
morning radio sermons and newspaper interpretations of history
and literature; would you escape from 'the vulgarian, from the
Philistine, from the sophist,' from morology, from cacodoxy?
Then flee to that 'calm world of *γράμματα*, where stridency and
clamor are forgotten in the ancient stillness,' and the 'dignity of
this great human tragedy of ours' is recognized and exalted."

* * * *

To all and several of my friends who have occasion to visit
Smithopolis, I heartily recommend Smith's Hotel—and Smith.

THE "FURIES" IN AN OLD ROMAN THEATRE

By ELIZABETH E. PACKER
Glencoe, Ill.

A deep blue, evening sky with brilliant stars that seemed to hang near to the earth; a gay throng of some six thousand folk filling the circle of seats against the hillside; high upon the peak a shadowy white figure of the virgin brooding over the scene; Paris' foremost orchestra, the Colonna, tuning up in the pit and the magnificent old Roman proscenium wall towering above the stage, its mellow brown tones offering a rich background for the tragic and spectacular scenes to follow — such was the setting for the performance of the classic drama given in the Roman theatre at Orange, the night of July thirty-first (1922).

Every summer three such gala performances are given here the last days of July, by the best actors of the Comedie Française, one or two each season being from the Greek or Roman dramatists; some of them, without doubt, plays that were staged against that same old Roman wall in the early centuries of our Christian era.

A wonderful piece of good luck brought me to the neighborhood of the village of Orange those last days of July.

"Les Erinnyes" proved to be a French adaption of the story of Orestes and his punishment for the murder of his mother Clytemnestra, parts being taken from plays both of Aeschylus and Euripides.

The play was preceded by a delightful musical program by the orchestra; each number was received with heartiest applause from the crowd and hoarse cries of "Bis! Bis! Bis!" I had expected to hear them cry "Encore!"

The arrangements on the stage were simple and effective. Trees and shrubs growing at each end shielded the approach of the actors as they made their appearance. The first scene was

set with a simple white altar down stage to the left and at the right a handsome carved white throne. On either side of the great doorway in the proscenium wall stood a fine, tall, bronze candelabrum. The doorway itself was hung with rich curtains of heavy green silk brocaded in dull gold. As these parted, at the center, there were revealed draperies of deep red. Behind these hangings the actors disappeared and Agamemnon and Clytemnestra met their untimely end.

During the music numbers the stage was in shadow. Shortly, two silent, white-clad figures stole up to light the tall candelabra. Then, as if falling from the heavens, a voice from behind startled us with its tragic tones. There, on the brow of the hill stood Orestes in deep-red cloak, the gleaming white Virgin behind him and all lighted by the red flare of Bengal lights. Orestes' opening speech sounded the note of tragic doom that was to fall upon the house of Agamemnon for the faithlessness of his wife. Immediately there stole up onto the stage the wild, weird gray figures of the Furies who were to bring sad retribution upon the hero for presuming to take vengeance upon his mother. These gave way to the Chorus, two groups of shepherds each with its leader. They gossiped over the anticipated return of Agamemnon and the sad doings of the queen. Into their midst came Clytemnestra, a queenly figure gorgeously arrayed. She parleyed with the old shepherds till the king's coming was heralded. With the retinue came Cassandra in deep red garments and flowing mantle of soft black silk. She stood (a rigid, tragic figure, at the edge of the stage well to the left) as Vergil calls her, "an ill-boding prophetess." Her dark presence throughout the play deepened the sense of apprehension and her stern rebuke of the queen for her treachery held us breathless. The scene moved swiftly through the feigned welcome to Agamemnon and his murder off stage, closing with the sudden appearance of Clytemnestra in bloody garments, exulting wildly over her horrible deed.

When the stage was lighted again for the second act, a plain, white tomb had taken the place of the magnificent carved

chair. There came from the palace door Electra, the daughter of Agamemnon and her train of maidens, in purest white, moving in stately measures toward the tomb. Then followed the ceremony of decking the tomb with funeral branches and pouring over it libations of oil, after the ancient custom, Electra's actions being full of grace and dignity. The ceremony was interrupted by Orestes' appearance in guise of a shepherd, to escape his mother's notice. The scene that followed, between the brother and sister, was filled with tender laments over the father's death, a situation acted with much depth of feeling.

Clytemnestra breaks in upon this scene; approaching the tomb, she addresses the spirit of her husband in words that strive to justify herself and again that exult in her deed. With angry impatience, Orestes makes himself known and after a stormy parley drives his mother within the palace to her doom.

Meanwhile gloomy and foreboding Cassandra has appeared on the stage. She and Orestes once were lovers and she has striven to warn him against the impending tragedy. As he rushes on the stage, gloating over the vengeance he has taken upon his mother, the prophetess greets him with stern rebuke. The punishment of the Gods is already upon Orestes. In anger he drives Cassandra toward the great doorway at the point of his dagger. After some resistance on her part she sinks upon the upper steps against the rich hangings.

The play rapidly was brought to a close by the swooping of the Furies who drive the mad Orestes round and round in a frenzied dance and finally off the stage into darkness, an actual picture of Vergil's words: "Orestes driven across the stage by the furies of his mother."

Throughout this act the incidental music from Massenet with frequent recurrence to the melody of the *Elégie* sounded the note of tragedy, yet with an exquisite touch of tenderness.

For four hours we had sat spell-bound listening to the clear tones of the actors nor knew that time had reached the wee sma' hours. It was after one A. M.!

PROFESSOR HARKNESS

BY FRANCIS G. ALLISON
Brown University

Professor Albert Granger Harkness, head of the Latin department in Brown University for thirty years, died in his sixty-seventh year, in Providence on January 29th after a brief illness.

Mr. Harkness was graduated from Brown University as B.A. in 1879, and as M.A. in 1882. After one year's experience as teacher of the Classics, in Peddie Institute, Hightstown, N. J., he continued his training in Germany, at Berlin, Leipzig, and Bonn, 1880-1883. He was professor of Latin and German in Madison (now Colgate) University from 1883-1889; associate professor of Latin in Brown University 1889-1893; and professor of Roman Literature and History, Brown University, 1893-1923.

In 1902-1903 he was Annual Director of the American School for Classical Studies in Rome. From 1907-1910 he was a member of the Executive Committee of the American Philological Association. In 1909 he received the honorary degree of Litt. D. from Colgate University.

With scrupulous fidelity to duty, in spite of suffering stoically ignored, Dr. Harkness carried on his work as teacher until within a few weeks of his death. The loss of his companionship was as unexpected as it was unwelcome to his colleagues who have had frequent reason to be grateful for his clearness of mind and sense of justice in his care for the interests of his associates, older and younger. His keenness of mind was an outstanding characteristic which was not confined to his scholarly activities but pervaded all of his conduct of life.

The qualities inherited from his distinguished father, so widely known as a grammarian, found in him their expression in more technical monographs contributed to learned periodicals. Aside

from a variety of addresses and other articles contributed to journals, encyclopedias etc., two monographs may be mentioned as especially illuminating interpretations of the evidence from Latin inscriptions: "The Age at Marriage and Death in the Roman Empire" and "Scepticism and Fatalism of the Roman people as illustrated by the Sepulchral Inscriptions" (*Transactions A P A*).

Another series of five monographs, (occupying some 140 pages in the *Transactions A P A*, in *Classical Philology*, and in *A J. P*), dealing with specific phenomena of the accentuation of Latin verse, constituted a critical and constructive nucleus of a systematic work on the whole subject, from the completion of which he was unfortunately deflected by other claims.

Justus et tenax propositi, he had the satisfaction of serving, in his chosen field, his *alma mater* and Classical Scholarship for more than a generation of man's life.

The swift and imperious arrival of Death he met with the courage of one of his own Romans.

THE CLASSICAL INVESTIGATION: THE WORK OF THE FIRST TWO YEARS

By ANDREW F. WEST, W. L. CARR, MASON D. GRAY, and W. V. McDUFFEE

The Classical Investigation of the American Classical League has been in progress a little over two years. The Advisory Committee officially charged with the conduct of the investigation was appointed March 12, 1921. At the first meeting of this Advisory Committee held on April 9, 1921, a Special Investigating Committee was appointed. This subcommittee consists of Andrew F. West, chairman, W. L. Carr, Mason D. Gray, and W. V. McDuffee.

As defined in the Preliminary Report,¹ "the purpose of the investigation is to prepare a constructive program of recommendations for improvement in the teaching of Latin and Greek in the secondary schools of the United States." In view of the fact that the number of secondary school pupils studying Latin is vastly greater than the number studying Greek, the investigation has concerned itself chiefly with problems connected with the teaching of Latin. The program adopted assumes that Latin will continue to be taught in the schools as an instrument in the general education of hundreds of thousands of boys and girls in the junior and senior high schools of the country. Dr. Inglis' recent estimate of 500,000 is probably too low. The program also assumes that the results secured at present in the teaching of Latin in the schools are not all that they should be, and that these results can be improved. The members of the Advisory Committee unanimously agreed at their first meeting that the first thing to do was to discover the facts, — good and bad, internal and external, and by every means available, — and to make recommendations on the basis of these findings.

This fact-finding program, which has become increasingly com-

¹ Classical Journal, XVI. 16-29 (October, 1921).

plex as details were worked out, and as the various special studies were assigned to groups and individuals, the committee has sought consistently and uncompromisingly to carry out. The larger problems have been divided into units, and thanks to the volunteer co-operation of about seven thousand teachers in the schools and of many professors and graduate students in the universities, many of these units have been already completed, and most of the others are far enough along to make their completion reasonably sure. It is the purpose of this report to make clear the relation of the various units to each other and to the investigation as a whole, and to report very briefly the present status of as many of them as possible in the space available.

I. *Statistical Studies*

Very satisfactory progress has been made in the statistical studies which are being carried on with the co-operation of the U. S. Bureau of Education and of the College Entrance Examination Board.

The questionnaire sent out by the Bureau of Education to find out the total annual enrollment since the war of secondary-school pupils in Latin, Greek, and modern foreign languages, and their distribution by school years, is now being edited and information from missing cities supplied. As soon as this editing is finished, the tabulation will begin. The Bureau has promised the complete report by July 1st. This will include data as to courses of study, preparation of teachers, etc. Obviously no more definite information is available in advance of the actual tabulation.

The College Entrance Examination Board had just completed the transcription of the records of 10,000 candidates, divided into six groups according to the number of years which they have studied Greek or Latin: 3 years Greek, 2 years Greek, 4 years Latin, 3 years Latin, 2 years Latin, no Latin. The tabulation and analysis of these records should be finished by July 1st.

Returns as to college entrance requirements, teachers' training courses, courses in beginning Greek and Latin offered in college, etc., have been received from about 95% of the colleges of the

country. These returns are now being tabulated. This work will be finished within a very short time.

Returns as to college enrollment in Greek and Latin and in the modern languages have been received from about 90% of the colleges. This information concerning college enrollment in Latin and Greek does not include distribution by years, as was originally planned, since it was found that such a request would be likely to cut down seriously the percentage of replies. The tabulation of these returns will take a comparatively short time and cannot be done until all the replies are in.

Information has been requested from the Department of Education in each state as to requirements for the training of teachers of Greek and Latin in the public school of the state, the facilities for such training, the attitude of the Department towards the study of Greek and Latin, and similar matters of educational policy. This information should all be in hand and tabulated by July 1st.

II. *The Determination of Aims or Objectives*

The determination of what are the legitimate objectives in the teaching of Latin in the secondary schools of the country is of fundamental importance, and the committee has attacked this crucial problem from every possible angle. The preliminary list of objectives tentatively set up to furnish the basis for the inquiry was published in the Classical Journal for October, 1921, and need not be repeated here. The committee has sought first to determine the extent to which these and other objectives that might develop in the course of the investigation are actually valid for pupils in the secondary schools. Two methods have been chiefly employed in the collection of extensive and pertinent data: (1) scientific studies, and (2) an analysis of opinion of experienced teachers and of psychologists.

We shall describe in detail two or three of these studies and briefly summarize the others. It will be understood that many of these studies are still in progress and that the conclusions

reached will not be available until their completion, which in most cases will be during the coming summer.

Let us take, for example, the first objective mentioned in the preliminary list: The ability to read Latin after the study of the language in school or college has ceased. A questionnaire has been sent out to 5,000 college graduates, who have been out of college from five to twenty-five years, in an effort to determine the extent to which they have made use of Latin, Greek, French, German, Spanish or Italian as a language since graduation. Replies were received from 63% of those addressed. A similar questionnaire has been sent to about 2000 graduates of high school who did not go to college. A third questionnaire has been sent to about 3500 graduate students now in our leading universities to determine the extent to which they have made use of any of these languages in their graduate work. The returns from these three questionnaires are being analyzed under the direction of Professor M. V. O'Shea at the University of Wisconsin. Whether or not teachers of foreign languages, ancient or modern, would care to base their arguments for the study of their subjects on the continued use of the languages after graduation from school or college, the committee wishes to know the facts about this objective as well as about other objectives on the list. These questionnaires also contain questions as to the extent to which former students of Latin, Greek, French, etc., have shown any special interest in the literature of the respective languages in English translation.

An important study is being carried on by Mr. W. V. McDuffee to determine what proportion of high school Latin pupils are at present enrolled in the first, second, third, and fourth years respectively; and what proportion of these pupils normally continue the study of Latin in college. This study will furnish definite data for determining the extent to which the work of each year should be planned with reference to the needs of pupils who will pursue the subject further.

Among the values commonly ascribed to the study of Latin

in the secondary schools is the aid furnished in the mastery of other, subjects, especially the sciences and other foreign languages. A study is being carried on by Mr. Charles C. Scheck of the University of Rochester to determine what proportion of first-year Latin pupils normally study each of the other high school subjects. This study is based upon the complete school histories of over 10,000 pupils secured from 41 schools representing every section of the country, and upon supplementary data showing the subjects actually pursued by 10,000 pupils during the year 1922-1923.

Another value commonly ascribed to the study of Latin is the increased ability to understand and to use English words derived directly or indirectly from Latin. This value depends, obviously, upon the importance of the Latin element in the English language as a whole, and from a strictly secondary school point of view, upon the importance of the Latin element in the words most frequently occurring in the contemporaneous reading of pupils from the seventh to twelfth grades.

To answer the first question Mr. A. W. Smalley, and about seventy-five collaborators in and near Chicago, have made a complete etymological analysis of the Oxford Dictionary. This study will establish for a long time to come the exact proportion of Latin, Greek and non-classical elements in the English language as a whole. Furthermore, this study has been carried out in such a way as to provide the material for an exhaustive Greek and Latin Etymological Lexicon which will prove an invaluable aid to teachers in organizing their work in etymology, and will also provide an authentic source-book for writers of text-books who wish to emphasize the importance of English derivatives.

The word-count to determine the 25,000 words occurring most frequently in English has been completed by one hundred and fifty teachers, and the results have been tabulated by Dr. W. J. Grinstead. The etymological analysis of these 25,000 words in sets of 5000 is now in process under the direction of Dr. S. E. Stout, of Indiana University. The analysis of the first 5000

has been completed by Mr. Edward Y. Lindsay, and of the second 5000 by Miss Belle Coulter. The third 5000 is now being analyzed by Mr. Cecil Mac Twineham.

A study to make possible for teaching purposes a differentiation between those Latin derivatives presumably familiar and those presumably unfamiliar to seventh, eighth, ninth, tenth, eleventh and twelfth grade pupils respectively is being made by Dr. Grinstead.

Dr. B. L. Ullman is engaged in making a word-count based on English reading matter of a somewhat more literary type than that used in the Grinstead word-count described above. This study will be completed during the coming summer.

A co-operative study to determine the frequency and range of Latin words, phrases, quotations and abbreviations found in contemporary English has been completed by Miss Lou V. Walker of the University of Wisconsin under the direction of Professors Moses E. Slaughter and V. A. C. Henmon. A test based upon the frequency tables in this study has been constructed. The test is called the "Wisconsin Test in Latin Words, Phrases and Abbreviations Occurring in English," and is now available for the use of teachers who wish to measure the extent to which their pupils secure a knowledge of these elements in English.

A co-operative study of similar character to determine the frequency and range of classical allusions in high school English literature and contemporary newspapers and periodicals has been completed at the University of Wisconsin under the direction of Professor Frances E. Sabin. A test incorporating the results of this study and called "A Test on Classical References and Allusions" has just been constructed by Miss Grace W. Clark and Dr. B. L. Ullman at the State University of Iowa.

A study to determine the grammatical principles which are common to Latin and English and the consequent potential value of the study of Latin as an aid to the understanding of grammatical principles in English has been completed by Dr. B. L. Ullman. Dr. Ullman is also engaged in a study of 25,000 oral

language errors made by elementary and secondary school pupils in Pittsburgh, Penna., with a view to determining what proportion of these errors involve grammatical principles common to English and Latin and are therefore potentially remediable through the study of Latin.

An analysis of 30,000 spelling errors made by 15,000 seventh, eighth, and ninth grade pupils and study to determine what proportion of these errors are potentially remediable through a knowledge of Latin will be completed this summer by Miss Lilian Lawler at the State University of Iowa.

A score-card for evaluating the various objectives year by year was devised by Dr. Barclay C. Bradley, of the College of the City of New York. This score-card, containing nineteen objectives, was widely circulated during the past year. Miss Alice D. Hare, of East High School, Columbus, Ohio, has made a preliminary tabulation of the returns from one hundred seventy-one teachers. A composite judgment of these teachers is that the three most important objectives for the first year of Latin are:

1. Increased knowledge of the principles of English grammar, and increased ability to speak and write English correctly.
2. Increased ability to understand the exact meaning of English words derived directly or indirectly from Latin and increased accuracy in their use.
3. The development of generalized habits (e.g., sustained attention, accuracy, orderly procedure, thoroughness, neatness, perseverance, etc.)

The three objectives ranked highest for the second year are:

1. Increased knowledge of the principles of English grammar and increased ability to speak and write English correctly.
2. Increased ability to understand the meaning of English words, derived directly or indirectly from Latin and increased accuracy in their use.
3. Increased development of the power of thinking and

expressing thought through the process of translating from Latin into adequate English.

The three objectives ranked highest for the third year are:

1. Increased development of the power of thinking and expressing thought through the process of translating from Latin into adequate English.
2. Increased ability to read English with correct understanding.
3. Increased ability to understand the meaning of English words derived directly or indirectly from Latin and increased accuracy in their use.

The three objectives ranked highest for the fourth year are:

1. Increased development of the power of thinking and expressing thought through the process of translating from Latin into adequate English.
2. Increased ability to understand and appreciate references and allusions in English literature and current publications to the mythology, traditions, and history of the Greeks and Romans.
3. Increased ability to read English with correct understanding.

A study to determine the relative emphasis placed on the various objectives by the teachers of the country as expressed in local examination questions has been made by Miss Laura G. Pound and Mr. R. H. Helle under the direction of Dr. P. R. Stevenson of the Ohio State University. This analysis will be supplemented by a further study of the results secured by use of the score-card described above.

The most comprehensive effort to mobilize teachers' opinion on almost every problem in the teaching of secondary Latin is being made through the use of the elaborate questionnaire, prepared with the assistance of Professor Frances E. Sabin. Part I of this questionnaire takes up with the teacher the question of the validity of the twenty objectives listed and then raises the question of the extent to which each teacher believes that the

objectives checked as valid for the Latin course as a whole are actually attained in his or her own school under present conditions. The questionnaire next raises the still more pertinent question as to why, in the opinion of the teacher, any objectives regarded as valid but not at present satisfactorily attained are not so attained. This exhaustive sixteen-page questionnaire has been sent out to about 2,000 representative teachers throughout the country who have signified in advance their willingness to undertake the labor necessary to fill it out in whole or in part, and to make in this way a very important contribution to the final report of the Committee.

An inquiry by which we have sought to carry the question of objectives as well as of content and method to the student himself has taken the form of a question blank to be filled out by students who are completing four years of secondary Latin. The reasons which these fourth-year Latin students give for having continued the study of Latin in high school are most interesting and illuminating. The reasons given as to why some of their friends, who began the study of Latin when they did, had dropped the subject, are equally illuminating. Returns from about 8000 of these question blanks are being analysed by Mr. F. C. Grise under the direction of Dr. Charles E. Little at Peabody College for Teachers.

The returns from a similar question blank filled out by about 1000 college freshmen who have completed four years of Latin in high school and are continuing the subject in college are being analysed by Miss Ruth Swan, under the direction of Dr. S. E. Stout of Indiana University.

The whole question of the disciplinary values of Latin is being studied through a symposium contributed to by leading psychologists. In November 1921, a letter was addressed to about fifty psychologists inviting their co-operation in instituting such experimental studies as might lead to a clearer understanding of what the valid disciplinary objectives of Latin are, and under what conditions they might be more successfully

attained. Replies to this letter were received from the majority of those addressed. They were almost unanimously affirmative with regard to the possibility of transfer, and with regard to the probability that experiments such as those suggested in the letter would yield fruitful results. They were, however, almost unanimously negative on the crucial question of co-operation in such experiments. The factors involved in experiments dealing with disciplinary aims are so numerous and so complicated that in the present state of development of experimental technique conclusive experiments in this field can scarcely be hoped for within the time limits set for the Classical Investigation.

The committee then attacked this same problem from another angle. In November 1922, a letter was sent to about eighty leading psychologists inviting them to submit their judgment regarding the whole theory of transfer as applied to Latin.

The following quotation from this letter indicates the scope of the inquiry:

"Among the aims commonly ascribed to the teaching of Latin are: the development of certain mental traits, habits and ideals, among which are habits of attention, accuracy, orderly procedure, thoroughness; the cultivation of certain general attitudes such as the tendency to neglect distracting and irrelevant details; and the formation of correct habits of thinking and reasoning. We should appreciate a full expression of your views with reference to the following general problems:

1. Do you consider that these traits, if developed in the study of Latin, are subject to spread in fields outside of Latin?
2. Would you make any additions to this list of traits, etc? If so, what?
3. To what extent and amount is this spread in your judgment automatic, i.e., occurring without conscious adaptation of content and method to this end?
4. Can the extent and amount of this spread be increased by providing more favorable conditions as to method?
5. What methods would, in your judgment, provide the

conditions most favorable to the development and spread of any one or more of these mental traits? Is it essential, for example, that a particular trait be consciously generalized?

"If you prefer to approach the problem from an entirely different angle, please do not hesitate to do so."

About sixty replies to this letter have been received and are now being analysed.

During the past year we have also sought to elicit from a considerable body of Latin teachers their opinions regarding the best methods for securing the highest practicable development of those mental traits which we have commonly assumed are improved through the study of Latin. This plan was carried out rather extensively in the summer schools last summer and at meetings of classical teachers at various times. The means used for eliciting these opinions was the "group interview," a method devised by Dr. W. W. Charters, of the Carnegie Institute of Technology. These group interviews are being analysed by Miss Mary Dunbar of the University of Pittsburgh, under the direction of Dr. Charters and Dr. Sage.

III. *The Testing Program and Controlled Experiments*

After determining the validity of the various objectives tentatively proposed, the next logical step was to determine the extent to which these objectives are being attained under present conditions, or are attainable under conditions believed to be most favorable. The national testing program and the state surveys were organized to provide an answer to the first of these questions and the controlled experiments were set up to provide an answer to the second.

The testing program was fully described in a previous report published in the Classical Weekly for November 14, 1921. We shall make here only a brief summary. The tests used were devised to measure growth in the attainment of the following groups of objectives:

1. Ability to comprehend Latin, and a knowledge of the elements of the language, (vocabulary, forms, and syntax.)
2. Increased ability in English, including vocabulary, grammar, spelling and comprehension of thought.
3. Increased knowledge of the historical facts contained or implied in the Latin authors read.
4. Ability to master French vocabulary, forms, etc.

Pupils taking the Latin group of tests have been tested twice at an interval of a year; pupils taking the English tests have been tested four (or in a few cases three) times during the past two years; and pupils taking the French tests have been tested twice at an interval of a year. It has thus been possible to measure the growth of individual pupils and of classes over a period of from one to two years. The history tests have been given but once.

The committee's appeal to the schools for co-operation in the testing program met with a most generous response. Approximately 1,000,000 tests have been run in about 1000 schools. The schools have paid for the test material, and the teachers have scored the tests and tabulated the results. Following is a list of the tests used:

- Ullman-Kirby Latin Comprehension Test, forms 1 and 2.
- Godsey Diagnostic Latin Composition Test, forms 1 and 2.
- Pressey Test in Latin Syntax, forms 1 and 2.
- Tyler-Pressey Test in Latin Verb-Forms, forms 1 and 2.
- Henmon Latin Vocabulary and Sentence Tests, forms 1 and 2.
- Davis-Hicks Test in Roman History (Late Republican Period) one form.
- Thorndike Test of Word Knowledge, forms A, B, C, D.
- Carr English Vocabulary Test (Derivatives), forms A, B, C, D.
- Thorndike-McCall Reading Scale, forms 1, 2, 3, 8.
- Buckingham-Coxe English Spelling Test, forms A, B, C.
- Henmon French Vocabulary and Sentence Tests, forms 1 and 2.

In addition to the tests used in the national testing program described above the following named tests are being used for the first time this spring.

Davis-Hicks Test on the Historical Content and Background of Caesar's Gallic War.

Clark-Ullman Test on Classical References and Allusions.

Wisconsin Test on Latin Words, Phrases and Abbreviations Occurring in English.

I. E. R. Special Reading Test.

Thorndike Special Vocabulary Test.

To supplement the national testing program special testing programs have been carried out in five states: Iowa, Michigan, Mississippi, New York, and Tennessee.

The results secured from both the national and state surveys will furnish the Advisory Committee most important factual data for the consideration of many fundamental matters connected with objectives, content, and method. A most important part of the testing program is the provision that the schools participating in the various series shall furnish detailed information concerning the content and method employed in teaching the pupils tested.

The results secured in this testing program will show to what extent the objectives tested are actually being attained under present conditions of content and method; the controlled experiments have been set up to test the results secured under conditions of content and method which are believed to be best suited to a more adequate attainment of the objectives being measured.

Two of these controlled experiments, one in teaching English derivatives, the other in teaching English spelling, have been described in detail in articles in *School and Society* for July 8, 1922, and in the *Journal of Educational Research* for March 1923. Other controlled experiments similarly organized are being conducted in the application of Latin to English grammar, to French vocabulary and grammar, to the reading of English, and to Roman history.

A valuable by-product of the testing program is the legacy of standardized test in Latin and related subjects, which have been made available for the teachers of the country who wish to find out to what extent their hopes and expectations in regard to

various objectives are being actually realized. No other high school subject can at present show a list of standard tests comparable to ours.

IV. *Studies in Content and Method*

After the determination of the objectives on the basis of their value, when attained, checked by objective evidence as to the extent to which they are at present attained, the next logical step is the determination of the content and method most effective for the attainment of the objectives shown to be valid for all or for a large proportion of the boys and girls who undertake the study of Latin in the secondary school.

In all of the studies which the committee is making in content and method it is assumed, as stated in the Preliminary Report of the committee, that progressive power to read and understand Latin as a language is essential to the adequate attainment of most of the other objectives whether direct or indirect. Studies are in progress to determine the degree of correlation existing between the success of pupils in attaining the ability to read Latin and their success in attaining the other objectives.

As has been already indicated, many of the studies in objectives have also yielded valuable material for content and suggestions as to method; for example, the determination of the 25,000 English words most important for reading purposes and the etymological analysis of these words furnish a most satisfactory basis for the preparation of word-lists for class room use in the teaching of English or Latin, and especially for the correlation of the Latin vocabulary with the Latin-derived English words, which it is known that every pupil must encounter many times if he is to continue his reading beyond the most elementary stage. The results of this study will also make possible the selection of the Latin vocabulary potentially most valuable for the teaching of English derivatives. Furthermore, the chief purpose of the whole testing program, it will be remembered, was to determine what content

and method are most effective for securing maximum attainment of the various objectives being measured.

Other studies in content and method include investigations and experiments in the direct method, the object method, and reading method, and studies in the relative merits of various types of reading material, especially in the first and second years.

Information from a great many states indicates that the reading content of the Latin course in 1921-1922 consisted very generally of the traditional Caesar's Gallic War I-IV, Cicero's *Catilines I-IV*, *Manilian Law*, *Archias*, and *Vergil's Aeneid I-VI*, or an equivalent in kind and amount. Tables 1, 2, and 3 give the facts for one hundred schools in three representative western states. These statistics are taken from a study in reading content being made by Miss Carolyn Colthurst under the direction of Dr. C. H. Judd of the University of Chicago. A similar study of conditions in Pennsylvania and Ohio is being made by Miss Adalaide R. Jones, under the direction of Dr. Sage, at the University of Pittsburgh.

Table 1. Reading Content of Second-Year Latin in 100 Schools of Iowa, Minnesota and Kansas in 1921-1922.

Content	No. of Schools
Bellum Gallicum I-IV only	62
Selection from B. G. equivalent in amount to I-IV	8
Selection from B. G. greater in amount than I-IV	5
Selection from B. G. less in amount than I-IV	20
Selections indeterminate in amount	5
<hr/>	
Total	100

Table 2. Reading Content of Third-Year Latin in 100 Schools of Iowa, Minnesota, and Kansas in 1921-1922.

Content	No. of Schools
Catilines I-IV, <i>Manilian Law</i> , <i>Archias</i> , only	30
Selections from orations and letters, equivalent in amount to above	8

Selections from orations and Ovid equivalent in amount to above	2
Selections from orations, letters, essays greater in amount than above	17
Selections from orations less in amount than above	6
No third-year classes in 1921-1922	37
 Total	 100

Table 3. Reading Content of Fourth-Year Latin in 100 Schools of Iowa, Minnesota, and Kansas in 1921-1922.

Content	No. of Schools
Aeneid I-VI only	41
Selections from Aeneid and Ovid equivalent in amount to above	1
Selections from Aeneid and Ovid greater in amount than above	1
Selections from Aeneid less in amount than above	9
No fourth-year classes in 1921-1922	48
 Total	 100

The committee has sought in three specific ways to secure from the teachers of the country a full expression of their judgment in regard to changes in the content of the course which they consider desirable: (1) Special questionnaires on reading content; (2) Part II of the general questionnaire; (3) Reports from round-table discussions on the reading content.

There is not space here to analyze the very significant reports which have come in from twenty or more round-table discussions held at various meetings of classical organizations during the past year.

As will be seen from the partial analyses of returns given below of reports from the questionnaires on reading content, it is the opinion of the great majority of teachers who have replied to these questionnaires that the reading of the first classical author should be postponed until the middle of the third or

the beginning of the fourth semester of the regular four-year course, and that much reading material easier than any of the classical authors should precede the taking up of the first classical author, whether that author be Caesar, Nepos, Eutropius, Ovid, or some other author.

Following is a summary of replies from one hundred teachers to certain questions on the reading content of the secondary course in Latin:

Question 1. If you were free to do so without limitations imposed by college entrance requirements, scholarship examinations, official courses of study, text-book adoptions, and like considerations, would you make any changes in the kind, amount or order of the material read in the standard Latin course (i.e., a beginner's book, Caesar's Gallic War, I-IV; Cicero's four Catilines, Manilian Law, and Archias; and Vergil's Aeneid, I-VI)? Yes, 92; no, 6; no answer, 2; total 100.

Question 2. Before taking up the first classical author would you read any considerable amount of "easy Latin"? Yes, 96; no, 4; total 100.

Question 3. At what point in the four-year course would you begin the reading of the first classical author?

At the beginning of the 2nd semester	.	1
At about the middle of the 2nd semester	.	2
At the beginning of the 3rd semester	.	11
At about the middle of the 3rd semester	.	28
At the beginning of the 4th semester	.	46
At the beginning of the 5th semester	.	4
No answer	.	8

Total 100

Question 4. What classical authors would you read first?

Caesar, 84; Ovid, 3; Cicero, 2; Nepos, 1; Terence (Phormio) 1; Eutropius, 1; no answer, 8; total 100.

Question 5. Would you increase the amount of reading material included in the standard course? Yes, 5; no, 90; no answer, 5; total 100.

Question 6. Would you reduce the amount of reading material included in the standard course? Yes, 59; no, 38; no answer, 3; total 100.

The following summary gives the answers of 100 teachers to similar questions contained in the general questionnaire. The questionnaires examined were selected at random from a large group of questionnaires in which the teachers say that the reading content of their present course is B. G. I-IV; Catilines I-IV, Manilian Law, Archias; Aeneid I-VI. These 100 questionnaires were found to represent 28 different states.

Question 1. If you were free from limitations imposed by college entrance requirements, state, college entrance, and scholarship examinations, official courses of study, text-book adoptions, and like considerations, would you make any changes in the kind or amount of reading material, syntax, vocabulary, forms, or prose composition included in your present Latin course? Yes, 90; no, 6; no answer, 4; total, 100.

Question 2. Before taking up the first classical author would you read any easy "made Latin," provided it is prepared by competent writers? Yes, 86; no, 10; no answer, 4; total, 100.

Question 3. In what semester of the four-year course would you begin the reading of the first classical author? In the second, 4; in the third, 37; in the middle of the third, 4; in the fourth, 44; in the fifth, 1; in the sixth, 1; no answer, 9; total 100.

Question 4. What classical author would you read first? Caesar, 76; Nepos, 3; Ovid, 2; Ovid or Caesar, 1; Cicero, 1; Eutropius, 1; selections from several authors, 1; no answer, 15; total 100.

Question 5. Would you read more or less Caesar than you do at present (B. G. I-IV)? More, 1; less, 74; same amount, 15; no answer, 10; total 100.

Question 6. Would you read more or less Cicero than you do at present (Cat. I-IV, Man. Law, Arch.)? More, 4; less, 43; same amount, 41; no answer, 12; total 100.

Question 7. Would you read more or less Vergil than you do at present (Aen. I-VI)? More, 6; less, 28; same amount, 51; no answer, 15; total 100.

A very important study in content is now being carried on under the direction of Professor W. L. Uhl, at the University of Wisconsin, to determine the relative amount of time spent by high school students in preparing their lessons in Latin and in other subjects. Returns so far received would seem to indicate that there exists at present a wide difference among the various high school subjects in the amount of time and energy necessary to secure a unit of credit for graduation from high school or for entrance to college. This study suggests the need of certain administrative remedies, and the committee is not without hope that considerable improvement in the present unsatisfactory condition in the secondary school curriculum may result both directly and indirectly from the investigation. There is involved the whole question of a more equitable definition of the unit of credit.

Letters have been sent to admission officers in leading colleges and universities in regard to the specific content required for two, three and four units of entrance credit in Latin. About 300 replies have been received and these are being analysed by Mr. Arthur W. Adams, of Yeates School, Lancaster, Pa.

Parts II and III of the general questionnaire referred to above will make available for the committee the well-considered judgment of some 2000 representative teachers on many fundamental questions which are there asked under the general topics of content and method.

Many of the studies mentioned above will shed light on important problems involved in the teaching of Latin in the seventh and eighth grades. Special studies in this field are being carried on in California by Miss Nina Farwell and in Indiana by Miss Myrtle F. Woerner.

The translation scales being prepared under the direction of Dr. S. A. Leonard of the University of Wisconsin with the co-operation of about 300 teachers have been completed for the

Caesar material, and the scales for the Cicero material are well on their way towards completion.

Finally, it is to be borne in mind that, as stated in our Preliminary Report,* the first and indispensable objective in teaching Latin and Greek is progressive development of power to read the languages; for upon the attainment of this objective the attainment of the other objectives of Latin and Greek depend.

Such, in brief, is our report of progress to date. Most of the remainder of this year will be needed to sift and analyse all the data and present them for consideration to the Advisory Committee for full discussion preliminary to the preparation of the final report.

V. Bibliography of the Classical Investigation

1. An article in the Classical Journal, October 1921, entitled "The Classical Survey."
2. An editorial in the Classical Journal, October 1921, entitled "How Classical Scholars and Teachers May Help the Classical Survey."
3. An article in the Classical Weekly, November 14, 1921, Volume 15, No. 6, entitled, "The Testing Program Involved in the Latin Investigation Now Under Way."
4. An article in the Journal of Educational Research, November, 1921, entitled "The Classical Investigation."
5. An editorial by B. R. Buckingham in the Journal of Educational Research, November 1921, entitled "Latin Investigation."
6. An article in the Classical Journal, February 1922, entitled "The Progress of the Classical Investigation."
7. An article in the Classical Weekly, April 17, 1922, entitled "A Report of Progress in a Number of Special Projects Connected with the Classical Investigation."
8. An article by Frank P. Graves in the Educational Review, February 1922, entitled "Values in the Study

*Classical Journal for October, 1921, page 22.

of the Classics and Why They are Sometimes Not Realized."

9. An article in *School and Society*, July 8, 1922, entitled "The Philadelphia Controlled Experiment in Teaching English Derivatives from Latin."
10. An article by Edith Newcomb in the *Teachers College Record*, November 1922, entitled "A Comparison of Latin and Non-Latin Groups in High Schools with Reference to Certain Initial Abilities."
11. A report entitled *Results in Latin: First Two Years*, prepared by S. Dwight Arms and Elmer E. Bogart and published as a bulletin of the University of the State of New York (Bulletin No. 773, Jan. 1, 1923).
12. An article by E. L. Thorndike in *School and Society* for January 20, 1923, entitled "The Influence of First-Year Latin upon Range in English Vocabulary."
13. An article by Edith Newcomb in *School and Society* for February 3, 1923, entitled "Latin in the High School."
14. An article by E. L. Thorndike in *School and Society* for February 19, 1923, entitled "The Influence of First-Year Latin upon Ability to Read English."
15. An article by W. W. Coxe in the *Journal of Educational Research* for March 1923, entitled "A Controlled Experiment to Determine the Extent to Which Latin Can Function in the Spelling of English Words."

Notes

KEATS AND THE EPIC CYCLE

The arguments for the Homeric authorship of the Epic Cycle are based on inferences drawn from late writers or upon the fact that words or phrases are quoted from Homer which are not to be found in the *Iliad* and the *Odyssey*.

When Aeschines refers to Homer as using a word which is not in the Vulgate, then the argument seems perfect that in the time of Aeschines Homer must have been regarded as the author of other poems, now lost. The fact that literature abounds in misquotations and false references seems ignored when Homer is discussed.

The poetry of Keats furnishes an excellent illustration of the need of caution in assuming that quotations are made from the lost works of known authors. In his poem "I Stood Tip-Toe Upon a Little Hill," verse 217, Keats uses the phrase, "Stepping like Homer at the trumpet's call." Yet in Homer no one ever steps at the trumpet's call, and the trumpet is named but once, and that is a simile, § 219. This one reference to the trumpet gives the scholiast the opportunity to remark that Homer knows of things which are not in his poetry.

Endymion II, 717: "Helicon, Old Homer's Helicon." However in Homer Helicon is never named, and the word Heliconian is referred to Poseidon, but in Keats Helicon is invoked as the home and source of poetry. In Hesiod the muses of Helicon are invoked as the fount and inspiration of the poet's song, so that it is clear that Keats is assigning to Homer the words and ideas of Hesiod.

In a foot-note at the end of *Lamia* he quotes authorities for the statement that in Homer the gold of Tantalus had no substance but mere allusion. In the Homeric description of Tantalus it was water and fruit which failed and escaped him and there is no allusion to gold either actual or as an allusion.

Had Keats lived two-thousand years ago these references to "Homer marching at the trumpets call," "Old Homer's Helicon," and "the gold of Tantalus" would be regarded as absolute proof

that they were taken from Homeric poems other than the Iliad and the Odyssey, but we know that Keats had no other Homeric poetry from which to quote than the poetry we now possess.

NORTHWESTERN UNIVERSITY

JOHN A. SCOTT

THE NAME "TEN THOUSAND"

Professor Bonner (Classical Philology v. pp. 97 ff.) has explained the name Ten Thousand as a designation for the Greek troops in the army of Cyrus by the fact that there were approximately ten thousand of them when they arrived at the sea. The statement that *μύριοι* is never used of them by Xenophon as a special name is literally quite true. In fact he has no special name for them although he once refers to them as *τὸ Κύρειον στράτευμα* (Anabasis 7.2.7.). *οἱ Κύρειοι* (3.2.17.) referring to the Persian troops of Cyrus is probably corrupt. But he does on two occasions refer to their number as about ten thousand. In 5.7.9 in his reply to the charge that he is planning to deceive the Greeks and to lead them back to Phasis he estimates their number as about ten thousand — *ἔγγὺς μυρίων ἔχοντες δῆπλα*. This is shortly after the army had arrived at Trapezus at which time the troops amounted to approximately 9,800 (Cf. 4.8.15 and also Bonner, *op. cit.* p. 98, n. 5). In 6.4.3 Xenophon lovingly describes the harbor of Calpe in such a way that it seems likely that he has the spot in mind as a place where the army could settle and found a colony (Cf. Bonner, Classical Journal, vii. p. 359). He ends the description by saying that it would be a suitable place for ten thousand men to settle — *τὸ δ' ἐντὸς τοῦ αὐλέντος χωρίον ικανὸν μυρίοις ἀνθρώποις οἰκήσαται*. It is quite natural to suppose that he is thinking here of the numbers of his own men and the possibility of founding a city in this uninhabited spot, thus realizing a long cherished scheme. In view of these two passages, then, it is quite possible that this use of *μύριοι* by Xenophon during a period when the actual number was about ten thousand influenced later writers in their choice of the name Ten Thousand as a designation for the Greek troops recruited by Cyrus and rescued by Xenophon.

GERTRUDE SMITH
UNIVERSITY OF CHICAGO

SHAKESPEARE AND DIODORUS SICULUS

It was always a matter of a great regret to me that there were so few reminiscences from Greek poetry in Shakespeare's Works. Troilus and Cressida go back to medieval sources and not to Homer and it is very doubtful that Shakespeare utilized Euripides' Alcestis for the final scenes of his Winter's Tale, while the way the Greek Anthology reached him has never been elucidated. It seems to me at times that it is far easier to find a reminiscence from the Greek drama in Russian folklore than in Shakespeare's plays.

I spent my childhood days in Russia and our servant maid used to tell me old folklore tales which I always delighted to hear. One of her tales was all about a man doomed to kill his father and to marry his mother. A sentry was passing to and fro near the prison when he saw an old man climbing over the wall. As a threefold challenge remained without response, he shot the old man who came out to be his own father. "Why did not the old man reply to the challenge?" asked I. "Well," said the narrator, "it happens sometimes that one loses one's power of speech. The old man was doomed any way."

I was perusing Diodorus Siculus (XII, 13) a short while ago when I came across the following lines:

Διὸς καὶ τοῦ μὲν ζῆν τὴν φύν αἰτίαν ὑποληπτέον, τοῦ δὲ καλῶς ζῆν τὴν ἐκ τῶν γραμμάτων συγκειμένην παιδείαν.

There is a mere possibility that this very passage suggested Dogberry's well known utterance:
"to be a well-favoured man is the gift of fortune, but to write and read comes by nature.

(Much Ado About Nothing, Act III Sc. 3)

JOSEPH DE PEROTT

WORCESTER, MASS.

Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; George Howe, the University of North Carolina, Chapel Hill, North Carolina, for the Southeastern States; Walter Miller, the University of Missouri, Columbia, Mo., for the Southwestern States; and Franklin H. Potter, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland Ore., and to Mr. Walter A. Edwards, Los Angeles High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

Arkansas

Conway.—A Latin Club has been organized at Central College under the direction of the Latin teacher, Miss Iva Beard. A large per cent of the students of the department are enrolled as members.

The club wishes to accomplish a number of definite ends. The first object is to become familiar with the lives of some of the world's ancient heroes and writers. This is particularly promoted by a study of different phases of the every day life of the classic peoples. This in itself fosters a second purpose—the creating of interest in a field of study often times unappreciated. Another purpose is the study of the city, Rome. Finally the club wishes to prove to the people of local scholastic circles that Latin is a branch of study that has more roses than thorns.

November 1, 1922, the Club met for the first time and voted to meet once a month for the remainder of the year. Very interesting programs have been presented at these meetings, including, "Men of Ancient Rome," "Women of Ancient Rome," "Professions and Trades Among the Romans," and "Roman Holidays." Stereopticon lectures on subjects pertaining to Ancient Rome have been especially inspiring to members of the Club and interesting to the rest of the school.

It is the plan of the Club to present as a fitting gift to the College two large pictures, the Forum and the Colosseum. The glimpses

that we have had of life inside the walls of lofty Rome and into the minds of her great thinkers have given new inspiration to live up to our motto, "Fit Via Vi."

California

Berkeley. — At the Seventh Annual Meeting of the Classical Association of the Pacific States, the following members were elected to serve as the officers of the Association for the year 1923:

President: Professor Louis F. Anderson, Whitman College, Walla Walla; First Vice-president: Professor Sereno B. Clark, University of Washington; Second Vice-president: Miss Mary Ann Tucker, Hollywood High School, Los Angeles; Third Vice-president: Dr. Clinton C. Conrad, University High School, Oakland; Secretary-Treasurer: Professor James T. Allen, University of California; Additional members of the Executive Committee: Miss Imogene B. Platt, Everett, Wash.; Miss Clara Bailey, Oakland Technical High School; Dr. Homer E. Robins, Pomona College, Claremont, California.

Stockton. — The Stockton High School Latin Club recently presented "An Evening with the Romans," consisting, Part I, of two scenes entitled (1) The Doom of Claudius and Cynthia, and (2) The Pompeian Flower Girls, a festival dance used in celebrating Roman Triumphs. Part II, was the presentation of *Exitium Caesaris*, a play in four scenes.

The audience went away quite enthusiastic in their interest in the program, and, what is still better, in their interest in the classics.

Florida

Jacksonville. — On the evening of March 1st, in the large auditorium of Concordia Hall, the senior class of Concordia School gave "The Woman of Destiny," taken from the first and fourth books of Virgil's *Aeneid*. The play was dramatized and put on by Miss May Franklin, head of the Latin department of Concordia School and, as the title would indicate, the interpretation was one wholly new and original. The play aroused so much favorable comment that the class has been requested to repeat it in May. The very effective costumes were ordered from a large costume house. The stage lighting effects were arranged by a man who had done professional work in that line and were unusually elaborate for an amateur performance. The lighting effects in the storm scene and during the

Greek dance in the banquet scene have been commented on as especially beautiful. The dance of the winds, the Greek dance and Diana's Hunting Party, under the direction of Miss Clevie H. Cul-lum, Physical Director of Concordia, were of a very high order. Competent critics have said that some of the acting, notably that of Queen Dido, would do credit to the professional stage. The antics of a most charming Cupid furnished the comedy which relieved the sombreness of the tragedy. The play was given in the Latin language but an explanation of each scene was read between the acts by an interpreter dressed in Grecian costume.

Michigan

Birmingham. — The popularity of Latin papers increases. From Birmingham, Michigan, Miss Almira Bassett sends the December and March copies of "Acta Baldwiniana," a paper edited by Caesar and Cicero classes. Miss Bassett reports that much of the copy is prepared as class work, and that the editorial staff is changed each issue, so that more students may share in the responsibility and technical training involved. The financing of the paper was ensured by receipts from a presentation of the film, "Julius Caesar."

The interesting variety in the subject matter of this new Latin sheet ranges from humorous rhymes of Latin and English intermixed, to a discussion of the value of Latin from quotations by modern men of affairs. One Latin story is of "Echo and Narcissus," another of "Considius and the Helvetians," a third tale is cast in the style of an imagined dialogue between Fabricius and the physician of Pyrrhus. These short stories are presented with the more serious matter of word histories, or word lists, and descriptions of Roman customs. The enterprising editors are effecting an exchange with the "Mercurius" of Mishawaka, Indiana, of which mention has been made several times in these columns.

Missouri

Columbia. — The Latin Club of Stephens College, assisted by the College Chorus and Expression Department, gave a very pleasing rendering of *Christus Triumphator*, an Easter Morality Play by Dwight Nelson Robinson, of Ohio Wesleyan University. This play was given before our Classical Association at its annual meeting, and served as a most appropriate interlude to the regular proceedings.

New York

New York. — Miss Myrta E. Hunn, secretary of the Classical Section of the New York State Teachers' Association, sends in the following report on the work of the Classical Reading League in the state of New York.

The administrative section of the Classical Section of the N. Y. S. T. A. since the November meeting has been chiefly concerned with the organization of the courses of the Classical Reading League and with the new departure, viz: the offering of state credit for reading courses in Latin and Greek. The Reading League has a history of several years. The movement was started by Dr. Mason Gray of Rochester who induced seven colleges and universities to assume the responsibility of outlining reading courses for teachers, give due publicity to the same and to receive and publish the reports of the teachers. The plan has worked well. About five hundred teachers have completed courses under this plan. This Classical Reading League will be continued this year under the leadership of Syracuse University. These courses have already been outlined and copies mailed.

The new plan is in the hands of a permanent committee consisting of three college professors acting in conjunction with the specialist in Ancient Languages of the State Department of Education and the President of the Classical Section of the N. Y. S. T. A. *ex officio*. This committee formulates general policies and proposes to offer for credit each year courses in Latin as follows: 1. Cicero; 2. Vergil; 3. Another Latin poet; 4. Another Latin prose writer; 5. Biographies of Cicero and Caesar one course; and in Greek: 1. First Year Greek; 2. Second Year Greek (*Xenophon's Anabasis*); 3. Third Year Greek (*Homer's Iliad*). The amount covered in each course will be approximately 100 Teubner pages.

Each course will be in the hands of a college professor who will set the examinations, read the answer books and be ready to assist candidates by answering inquiries during the period of study.

The University of the State of New York has agreed to print and distribute the examination questions, to collect the answer papers and to distribute them to the examiners. This will be accomplished by using the machinery afforded by the usual Regents examinations which are given in the schools of the state in January and June. These special examinations, however, will be given only in June. It is planned that the first be given in June, 1924, if there is sufficient demand.

In order to meet the necessary expenses of giving these courses a fee of ten dollars will be required for each, one-half payable upon registration, and one-half on March 1st of the year in which the candidate expects to take the examination. It will not, however, be necessary to complete the course within the year if the candidate wishes more time.

When four courses have been successfully completed the Department will issue to the candidate a credential certifying to superior classical attainments. This credential is, of course, not a license to teach, but will undoubtedly be valuable to the holder as indicating preparation to teach these subjects and

should lead to promotion and larger salaries. Full information regarding these courses may be had after Sept. 1st, 1923, by addressing Professor D. B. Durham, Hamilton College, Clinton, N. Y., Chairman of the Committee.

Ohio

Bryan.—Mrs. Ruth Vollmer of Bryan, Ohio, sends an interesting program of recitations, music, dialogue, oratory, statue groupings, a drill, and the play, "A Roman Wedding." She secured most of her material from Paxson's "Book of Latin Plays," and her "Handbook for Latin Clubs"; Sabin's "Relation of Latin to Practical Life"; the Vestal Virgin's drill from Eldridge Entertainment House, Franklin, Ohio; "The School-Girl's Dream" from "The Classical Journal." The audience also enjoyed an exhibit of many Latin posters at the close of the program.

Cleveland.—Dr. E. B. de Sauzé, the director of foreign languages in the Cleveland public schools, has instituted a valuable prize contest in Latin. In April, each of the seven classical senior high schools sent a fourth year candidate to be tested by a committee of college professors, and each of the twelve junior high schools send a first year candidate to a committee of senior high teachers. The two-hour examination oral and written, consisted of sight translation of Latin to English and English to Latin, also of questions on Roman life and history. The most successful candidate received a beautiful medal, and the two pupils next in rank received honorable mention.

The artistic little medal was a design of classic figures made by a pupil in the art department of East High School.

England

Bristol.—At the general meeting of the British Classical Association, held April 13, the following program of papers was presented.

"Recent progress in the movement for grammatical reform," by E. A. Sonnenschein; Afternoon excursion to the Roman Baths at Bath; "The Birthplace of Virgil," by R. Seymour Conway; "Herodotus and the Gods," by T. R. Glover; "The significance of certain Greek Rhythms," by J. F. Dodson; A discussion on the methods of teaching Latin in the secondary schools opened by F. R. Dale; "Some aspects of Prometheus Vinctus," by G. M. Cookson; "The Hecuba of Euripides," by J. T. Sheppard.

Italy

Rome.—We have received the following news letter, dated March 18th, from the American Academy. The letter is written by Tenney Frank, professor in charge of the school of classical studies.

With the coming of fair weather in early March we closed our courses of indoor lecturing. The schedule of the last weeks, however, provided a varied fare. Besides the routine course in Epigraphy mentioned in my last letter, we had two excellent lectures on the Erechtheon and one on the engineering problem of the Laurion mines by Director Stevens, a memorable talk by Franz Cumont, on his recent explorations in Mesopotamia, a fascinating morning with Walter Amelung who showed the remarkable fragments which he has discovered under a century of dust in the cellars of the Vatican, three illustrated talks about Roman decorative art by Professor Lugli, excursions with Director Munoz to S. Cecilia, S. Sabina, and S. Prassede, and Professor Calza's discussion of the construction of Roman dwelling houses. An excursion with Professor Van Buren to Cori and Norba will long be remembered; and, by way of a new experiment, twelve hardy trampers visited "Horace's villa" and Mandela, via Monte Gennaro. This excursion, affording a climb of nearly 4,000 feet, and a walk of about eighteen miles along some of the most delightful mountain trails of Italy, is likely to enter the permanent traditions of the school.

Careful preparations have been made for the excursions to Pompeii and Greece on which we are about to set out. We learn from constant inquiry, that conditions in Greece are safer than reports in American newspapers seem to imply. Nevertheless we have required vaccination, and inoculation against the various forms of typhoid, and have imposed strict precautionary rules upon all who go with us. While thirty-seven at first registered for admission to the Greek trip, it was found possible to limit the party to twenty by requesting those not doing full work to give place to full time students. In addition nine are taking the excursion in separate groups planning to join us at various places where accommodations are available. As usual, the school will have the expert guidance of Professor Van Buren both at Pompeii and in Greece.

During the brief respite from indoor lectures, several members of the School have taken advantage of an early spring to visit Sicily and the South. The Senior Fellow, Miss Franklin, is guiding a party of three through Sicily, and three others are following their own schedule there. Professor and Mrs. Harrer are visiting the towns of Latium and Campania, Professor Crockett is at Naples, Professor and Mrs. Bates have preceeded the party to Greece, and Professor Alice Walton went to Egypt in February. Professor Showerman, after a busy winter as annual professor, has visited Sardinia and has just departed with his family for Egypt. He plans to rejoin the school at Athens.

Hints for Teachers

By B. L. ULLMAN
University of Iowa

[The aim of this department is to furnish high school teachers of Latin with material which will be of direct and immediate help to them in the classroom. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be published in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published if they seem useful to others.]

Latin for English

A little knowledge is not only dangerous but often highly amusing to "the other fellow," as the case of Mrs. Malaprop shows. The Latin plurals used in English cause particular difficulty to such as she. I once saw a newspaper item about a certain high school, and in the article the form *curriculi* occurred three times as the plural of *curriculum*. The fault was evidently that of the school superintendent or principal, not the printer. One constantly hears confusion of *alumni* and *alumnae*. Even more common are *this data* and *an agenda*. The man who wrote the other day *much data are* was so busy congratulating himself that he had avoided the Charybdis of the singular verb that he ran full tilt into the Scylla of the singular adjective. Such matters may very profitably be discussed in the Latin class when the appropriate declensions are studied.

Parallels

Some years ago I called attention to the filibustering tactics of Cato, so similar to those in our American Senate, and before me Professor Abbott had pointed out the same parallel in his *Society and Politics in Ancient Rome*. Recently this parallel was discovered by a newspaper writer and is here quoted from the *Cincinnati Enquirer* for March 18 (through the kindness of Miss M. Julia Bentley):

During the closing sessions of the Sixty-seventh Congress, ended March 4,

filibustering became so common, the Librarian at the State Department undertook to ascertain how long such parliamentary strategy had been in vogue. He found that the first record of a filibuster turned back the pages of history 1,978 years.

Friends of Caius Julius Caesar filed a bill in the Roman Senate to allow Caesar to stand for election as Consul by proxy. Senator Cato objected, and held the floor all day and night, as he found that many Senators favored the bill of Julius.

When Caesar heard of it, he, being near at hand, hurried into Rome next day while the filibuster still was on, but Senator Cato had won, having forced Caesar to obey the law.

According to Plutarch, to whom the State Department authority referred, Senator Cato took the floor to "waste time." The parliamentary trick, however, appears to be only 2,000 years old.

Miss Beatrice Hurd of the State Normal School, Spearfish, S. Dak., sends in the following parallel discovered and written up by a Latin II student, John Lyman, who added a story as illustration:

In a booklet called "How to sell a hundred copies weekly" the Saturday Evening Post advises its newsboys who sell papers to traveling men that they might profitably look at their traveling bags and find out their names from the name cards thereon. We have a parallel to this in Roman life. When a man was running for an office he was informed of the name of every man he met by a smart boy whom he hired.

A newspaper editorial is built around the letter of a reader who cites the following parallel for Coué's slogan from Xenophon's *Memorabilia*:

I consider that those live best who study best to become as good as possible; and that those live with most pleasure who feel the most assurance that they are daily growing better and better.

Procedure in Hearing Translation

Miss Dorothy Whitman of the Centenary Collegiate Institute, Hackettstown, N. J., writes:

My procedure in hearing translation is much the same as yours, in that I believe in allowing a student to finish translation even if incorrect. However, in addition to your correcting a good student on a slight mistake, I also frequently (not always) correct (usually by asking some member of the class for the correction) any instance of a *single* word throwing off all the rest of a sentence, such as translating *cum* in a causal clause by "with," or *potuit* by "pitched," as the poor student has already spoiled his own recitation by the blunder and may confuse others by making an absurdity of the whole sentence. I never interrupt more than the one time; if this fails, another pupil must do the passage. I seldom correct a mistake *myself*, if I can, either by calling on a pupil, or by asking for volunteers, get the correct translation

from the class. Usually I read the whole review and advance through correctly, at the end, commenting as I go, instead of sentence by sentence.

Miss Beatrice Hurd writes:

I believe a student should not be interrupted while translating, as long as he is able to go on at all. I require beginning students to give the construction of each Latin word before putting the sentence into English. One can anticipate the mistakes which will be made by more advanced students who have longer passages to translate. I think it is well to ask if there are any questions on the chapter before beginning, and to point out difficult places. This method lessens the need for suggestions while the student is reciting.

Latin Composition

Mr. T. W. Valentine of the Hendersonville, N. C., High School, describes a very interesting experiment in composition with a Virgil class which was unusually poor. He began composition at the end of three months. He describes his procedure as follows:

I wrote a long letter (in Latin) purporting to have been written by a school boy, describing in detail his various distractions at home and at school. I translated this into colloquial (not Latinized) English, and gave one installment of the English version to the class and asked them to do their best to translate it into Latin. I told them what it was and that, after they had translated it into Latin, I should be interested in comparing their version with my original Latin. After a momentary gasp of dismay at the supposed difficulty of the task, they began to enter into the spirit of the thing; the subject-matter appealed to them. I devoted part of a period to an effort to make them realize that their task would be to translate ideas, not individual words. For instance, how would they translate "had given me some writing to do?" They had no idea. Well, what does the expression mean? Some one suggested, "had given me something that I must write" and that readily led to *quod scribebam*.

The results were gratifying. Of course there were numerous and amazing blunders—false concords and other appalling elementary errors. But they had worked; they had shown extraordinary industry, and, in some cases, real enthusiasm. I saw signs of unconcealed joy over a task which they had expected to find dull, dreary, unprofitable drudgery.

I then tried the same sort of matter on the third year class; and there again I was delighted to find an amazing amount of industry and some approximation to enthusiasm.

The first installment of Mr. Valentine's story follows:

I got to school late yesterday because I had an annoying delay at home. While I was getting ready to start, my little brother called out that there was a cow in the garden, eating up all the truck. I asked him why he hadn't driven her out himself, but he said he was scared. So I had to tackle the job myself.

A cow's a bad thing to have in a garden. I asked the youngster how he

found out that the cow was there; he replied that a woman in the neighborhood told him there was a goat in our garden, but that when he went to see he found it was a cow, not a goat. I can't imagine how that woman made such a mistake, for a goat isn't much like a cow. It's strange how little brains some people have.

Well, I drove that hateful cow out at last, but not without a lot of hard work. As Caesar says, there was some fierce fighting on both sides for a long time; you bet I was mad. Then I got to school late, and so I missed the first recitation. All day long things kept on going badly. Two or three of the teachers had given me some writing to do; but, as a matter of fact, I got very little writing done. I was thinking about other things—among them a girl named Julia who managed somehow or other to wriggle into the senior class. She never ought to have been in that class. She's a nice girl as far as that's concerned, and pretty enough, but she never does any work. She curls up like a cat and goes to sleep in school. I kept looking at her all the time because I wasn't sure whether she was going to snore or not. I couldn't help wondering what would happen if some one should pour some really cold water down her neck—whether she would go on sleeping or wake up with a yell.

But, as a matter of fact, nothing happened at that time; for the teacher, who knew perfectly well what was going on, said: "Don't wake Julia; let's all get quiet and see how things turn out." So we grinned and got quiet. Julia kept on sleeping, and was not yet awake when we went to our next recitation.

In preparing such material care should be taken to introduce the forms and constructions which require drill and only those. There remains the vocabulary difficulty as an offset to the interest. The difficulty may be obviated by furnishing with each installment a vocabulary of new words. It would be well, too, to have the material center about a Roman boy and to introduce bits of Roman life. In response to an inquiry, Mr. Valentine states that this composition work does not receive a disproportionate amount of time.

Second Year Latin

Mr. Valentine describes the following by-product of the composition work mentioned in the preceding paragraph:

I gave some extracts from the Latin version of the story to the second and third year classes for sight reading. They enjoyed them, and I was asked to repeat the performance. So I have been writing what amounts to a serial story about the girl who went to sleep in school; I have dragged her through all sorts of wild adventures and have given these yarns to my third and fourth year classes for sight reading on examinations and other occasions. The noticeable fact is this: The students seem to show a distinctly greater degree of facility and success in translating these passages than in passages of equivalent difficulty from Cicero and Virgil. If this is really a fact, does

it not hold a suggestion in regard to a possible modification of our high school Latin course? Are we not making a mistake in confining our high school Latin reading to the staid and dignified classics? Music offers a very fair analogy. I yield to no one in love for Beethoven; but the average child's love for music (and prospects of ever attaining any skill in music) would be promptly crushed if, as soon as he learned his notes, his practice was confined to the great classics. The music on which beginners are allowed to practice, while of course inferior to the classics, is better adapted to the purpose, not only because it is easier, but also, to some extent, because it is inferior; it is suited to the immaturity of the students. In the case of Latin, I strongly feel that the critical second year should be given over to reading which is not only easier but also lighter than Caesar.

As I have said before, I consider such material, especially if it deals with the Roman civilization, quite appropriate for the first half of the second year, but in few schools would it seem profitable to devote a whole year to it. The comparison between Beethoven and Classical Latin is not quite fair.

Latin Newspapers

Copies of the *Mercurius* mentioned in one of the earlier "Hints" may be obtained by sending a two cent stamp to Miss June Eddingsfield, Mishawaka, Ind.

From Supt. W. O. Moore of the Mt. Gilead, O., High School come two issues of volume II of *Signum*, a typewritten Latin paper.

The Crawfordsville, Ind., High School, publishes *The Palladium*. The teacher is Miss Julia Le Clerc Knox.

Conundrums

Miss Christie of the Shelbyville, Ill., High School used the following conundrums at a party of the Caesar class:

1. Latin word: I am a popular name for a tramp (in English); change a letter and I am a man (in Latin). (Hobo; homo.)
2. A Latin adjective: I spell a stingy man (in English). (Miser.)
3. A Latin noun: The Latin word for land plus one of our prohibited drinks. (Terra-rum.)
4. A Latin noun: Something found on Santa's sleigh plus a vowel. (Bella.)
5. A Latin noun: A grain plus a vowel. (Cornu.)
6. A Latin verb: A member of the body plus a vowel. (Lego or armo.)
7. Hunc: Add to me a letter and I am a hint (in English). (Hunch.)
8. Ox: Give me a head and I am a Latin adverb of time. (Mox.)
9. A Latin noun: I am an English queen or the name of a battle won (Latin). (Victoria.)
10. I am a peony; mispronounce me and I am a Latin adverb. (Paene.)
11. A Latin adverb of time: Change my last letter and I am a fish. (Tunc; tuna.)

12. I am a Latin preposition; give me a forename and I am an American magazine. (Post.)
13. A noun denoting time: A girl's name plus us. (Annus.)
14. A Latin adverb of time: I am a boy's name plus o. (Paulo.)
15. A Latin verb: My first is a river in Italy and my last is the dreaded end of a six weeks' period. (Potest.)

Macaronic Poetry

Professor A. Billheimer of Pennsylvania College, Gettysburg, Pa., found the following verses in the flyleaf of a second-hand book:

Hic liber est meus, and that you may know,
Si aliquis rapit, I'll fetch him a blow;
Per Iovem, per bellum, I vow I will fell him,
And into his ribs I will stick my scalpellum.

Miss Viola L. Schoen of the Hamtramck High School, Detroit, Mich., passes on the following version of "Yankee Doodle," received from a Latin teacher:

Ad urbem venit Doodlius cum
Caballo et calone
Ornavit pluma pileum
Et dixit "Macaroni."

Medical Latin

An additional title has been supplied by a correspondent: W. T. St. Clair, *Compend of Medical Latin*, P. Blakiston's Sons & Co., Philadelphia, Pa.

An inquiry has come in about a glossary of medical terms useful in teaching Latin to pre-medical students. Can anyone make a suggestion?

A Passage in Virgil

Miss Mildred Dean of the Central High School, Washington, D. C., raises a question of interpretation in the *Aeneid*:

Why does Virgil have Aeneas say in Book II, line 312, *Sigea igni freta lata* *relucent*, when he is standing presumably on the roof of his house, near the conflagration, so that looking away from the city towards the sea, he could not see anything but darkness? The reflection of a fire cannot be seen in water unless the water be between the observer and the fire. If Aeneas stood in the shadow, could he have seen the glare shining on the sides of Tenedos? That seems to me to be the only explanation; but the coast line ought not to be called "Sigea freta." This has seemed to me the only blemish, if indeed it is a blemish and not some misunderstanding of my own, on the book which contains an unparalleled series of word pictures of surpassing beauty and clearness.

I can offer merely this suggestion and hope that it may be supplemented by others:

The whole passage is climactic and the clause "Sigea igni freta" comes as a climax. I prefer the punctuation which puts a comma after the first *iam* clause and a semi-colon or other heavier punctuation after the second one. There is a long pause in thought before the last clause, which Virgil allows the reader to fill out in imagination with a number of *iam* clauses: first one house is on fire, then another, a third, a fourth, etc. He then sums the whole thing up in the final clause: not merely the neighboring houses are burning but the whole city is aflame. As a result, the water becomes visible, as in the daytime.

Book Reviews

Homerische Poetik. Herausgegeben von Engelbert Drerup.

Erster Band. Das Homerproblem in der Gegenwart: Principien und Methoden der Homererklärung, von Engelbert Drerup. Würzburg, 1921. xvi+510 pp. Dritter Band. Die Rhapsodien der Odyssee, von Franz Stürmer. Würzburg, 1921. xii+632 pp.

The second volume, on the Rhapsodies of the *Iliad*, by the editor, Professor Drerup, is promised within two or three years. If we judge by the analysis of Rhapsody XV (Y-Φ 525), which Professor Drerup has already published (in *Ehrengabe deutscher Wissenschaft*, presented to Prince Johann Georg of Saxony on his 50th birthday, Freiburg i. B., 1920, pp. 479-509), the whole *Poetik*, when completed, will contain nearly 2000 pages — a work of almost Eustathian proportions.

In *Das Fünfte Buch der Ilias* (1913) Professor Drerup set forth two principles of Homeric interpretation: I. The essence of poetry is form; in Homer this is seen in a remarkable symmetry, based largely on the number three, with which the episodes are constructed. II. *Iliad* and *Odyssey* fall naturally into 18 and 15 rhapsodies, respectively, and this division must be taken into consideration if the artistic structure of either poem as a whole is to be appreciated. The second and third volumes of the present work aim at the demonstration of these two principles by a most minute analysis of the rhapsodies. These are presented as veritable *τριαγμοί*, 'triads of triads,' the symmetry of which extends even to the numerical grouping of verses. This portion of the *Poetik* suffers from lack of condensation. The understanding of any great poem must begin with a careful analysis, but this the student must do for himself, and he is less interested in the formulae obtained by others than in their methods and conclusions.

The first volume is an expansion of the introduction to *Das Fünfte Buch der Ilias*. The comprehensive footnotes, in which the bibli-

graphy of the Homeric question is brought up to date, of themselves make the book valuable to every serious student of Homer. In the body of the text the author naturally covers ground already worked over by Cauer, Finsler, Rothe, Lang and others. Of chief importance are chapters II (Homer und die Volksepik, pp. 27-79; in this field the author's previous studies have made him particularly at home: cf. his '*Homer*,' 2nd edition, 1915) and IX (Der poetische Idealismus, pp. 377-466). Drerup's polemic is directed on the one hand against the followers of Lachmann, for applying the principles of logic too rigidly to the work of poetic genius, and on the other against the Unitarians of the last century, especially Nitszsch, because they not only took for granted the probability of considerable interpolation but also, from lack of sufficient knowledge of epic folksongs, failed to appreciate the fundamental difference between the latter and the organic epic poems of Homer. The author's position is something like this: Homer was a highly-endowed poet — not a mere super-rhapsodist — who lived in Ionia about the 8th century, B. C. He took as his material the fictitious story of the Trojan war, which had probably been developed in the Peloponnesus in order to bring together the exploits of the great heroes of pre-historic Greece. The Wrath of Achilles was the invention of Homer. On questions of language and culture, religion and myth, history and topography, we must assume that Homer took the legacy of the bards who preceded him and used it at will, for poetic effect and without the slightest attempt at realism. Drerup refuses to accept the 'Redaktion' of Pisistratus on the ground of insufficient evidence as well as because the poems must have been committed to writing long before the time of the Attic tyrant. The text of the Homeric poems may have been edited at Athens, but our own text, aside from such minor interpolations as are to be expected in any work which was so much recited by professionals, is virtually what Homer wrote.

The corner-stone of Drerup's theory of Homeric criticism is that any attempt to *measure Homer* (we borrow the phrase from Ste. Beuve) by his actual debt to his predecessors lies in the realm of pure conjecture; that we must start with the *Iliad* and *Odyssey* themselves, and that the characteristics of these poems, which are consistent throughout, place them far from the folkepic, and point

unmistakably to the artistic genius of a single personality. In so far all students of Homer, except the Wolfians, will heartily agree with him. But whether his hypothesis of rhapsodies, each possessing rigid and even numerical symmetry, is to be accepted at all, and if so, to what extent, must be left to the test of future study. It is full of suggestion and deserves a careful proving.

Lovers of Homer in America will notice with pleasure that one of the two scholars to whom the first volume of the *Poetik* is dedicated is the leader of Homeric study in this country, Professor John A. Scott.

SAMUEL E. BASSETT

UNIVERSITY OF VERMONT

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On Friday, June 29, the Advisory Committee on the Classical Investigation will meet in the Michigan Union at ten o'clock in the morning and again at two o'clock in the afternoon. The Council of the American Classical League will meet in the Michigan Union Friday evening at eight o'clock.

The headquarters will be at the Michigan Union. Accommodations at reasonable rates have been arranged. Professor Francis W. Kelsey, University of Michigan, Ann Arbor, Michigan, is Chairman of the Local Committee on Arrangements and all requests for reservation of accommodations should be addressed to him, or else directly to the Michigan Union, the Allenel Hotel, or the Whitney Hotel — all in Ann Arbor.

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is organized for the purpose of encouraging the development of the study of the classics; to provide a means of intercommunication between teachers of the classics — whether in the secondary schools, in the colleges, or in the universities of the territory it covers; and generally to promote a unity of thought and action in the broad field of classical teaching. Membership in the Association is open to all teachers of the classics and to other individuals interested in classical studies who reside in the territory covered by the Association. The membership fee is \$2.00 per year; \$1.25 of this amount covers the subscription to the *Classical Journal*, which is a special rate, the regular subscription price being \$2.50 per year. The value of the *Journal*, which is the official publication of the Association, to those interested in the classics, either as students or as teachers, cannot be measured by the annual outlay. The advantages involved in this offer therefore appeal strongly to those who find themselves in this class.

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